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STATE NORMAL SCHOOL

BULLETIN

SECOND DISTRICT

WARRENSBURG, MISSOURI

1918-1919

VOL XIX JULY, 1918 NUMBER 1

BULLETIN

AND

FORTY-EIGHTH ANNUAL CATALOG

OF THE

STATE NORMAL SCHOOL

SECOND DISTRICT OF MISSOURI

Established by an Act of the General Assembly, 1871

Organized May 10, 1871

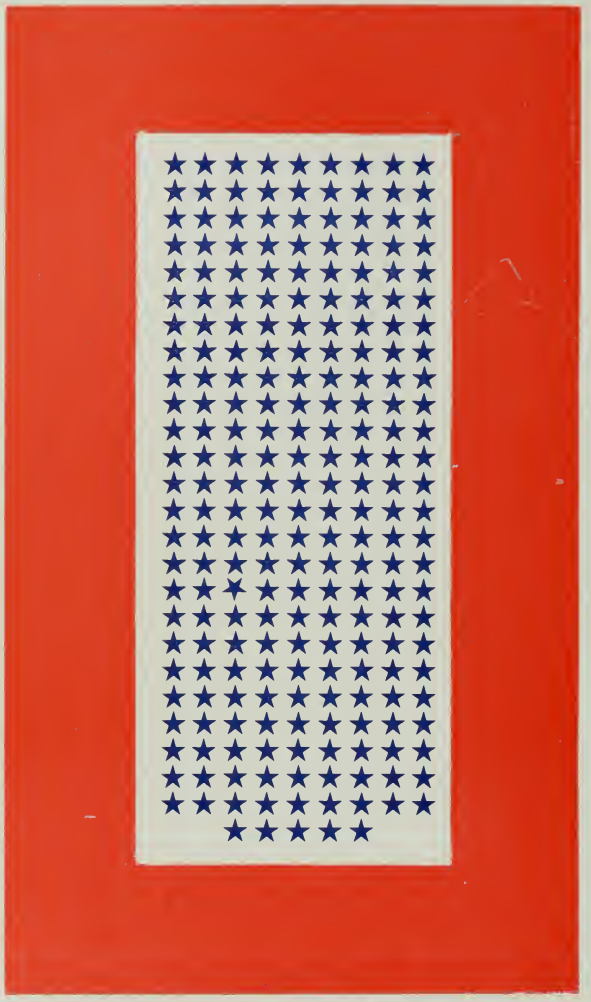
1918 - 1919

Published by

THE STATE NORMAL SCHOOL

ISSUED QUARTERLY

Entered at the Post Office in Warrensburg, Mo., as Second Class Mail Matter



THE STATE NORMAL SCHOOL
AT WARRENSBURG, MISSOURI

In the first year of the War:

1. Sent more than 200 of her sons to the front—men who have caught the vision and will follow the gleam.
2. Organized a company of Home Guards which is mustered into the service of the state.
3. Urged the justice of our entrance into the war and the necessity of co-operation in 300 addresses given by members of the faculty.
4. Made and shipped 14,000 surgical dressings; and now has a daily output of 800 pieces.
5. Made 700 hospital garments in Domestic Science.
6. Offers six war-time courses of instruction, including Military Drill, First Aid, Home Care of the Sick, etc.
7. Illustrates methods of saving in kitchen, garden, and on its farm; requires courses in Food Conservation of all candidates for graduation.
8. Contributed $1689.00 to the Red Cross.
9. Gave 1,000 books and $2,001.00 to the War Work of the Y. M. C. A.
10. Subscribed $22,650.00 for Liberty Bonds.

This Normal School has only begun to fight.

SUGGESTIONS FOR CLASSIFICATION

Students are expected to familiarize themselves with the Normal School requirements including those for graduation, and they are primarily responsible for arranging their courses of study so as to meet the requirements.

In order to do this intelligently, this *catalog should be studied carefully*. If any of the requirements are not understood, the student should consult the Dean of the Faculty, or his own faculty advisor. In the case of specializing students, the Head of the Department in which the student specializes is the direct advisor of the student.

While the student is responsible, yet the Normal School authorities are anxious to assist him in every possible way to understand the requirements and to plan his work. See pages 40 and 41.

CALENDAR 1918-1919

1918

JANUARY

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JANUARY

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BOARD OF REGENTS

Hon. Uel W. Lamkin, State Superintendent of Public Schools, Ex Officio.

Term Expires January, 1919.

C. A. Keith.....Lexington
W. L. P. Burney.....Harrisonville

Term Expires January, 1921.

F. O. Denny.....Kansas City
J. L. Spillers.....Otterville

Term Expires January, 1923.

N. M. Bradley.....Warrensburg
E. F. Yancey.....Sedalia

OFFICERS

Charles A. Keith.....President of Board of Regents
W. L. P. Burney.....Vice-President of Board of Regents
N. M. Bradley.....Secretary of Board of Regents
Marcus Youngs.....Treasurer of Board of Regents
E. L Hendricks.....President of School

NORMAL SCHOOL CALENDAR

Fall term begins.....Tuesday, September 10, 1918
Fall term ends.....Wednesday, November 27, 1918
Winter term begins.....Tuesday, December 3, 1918
Winter term ends.....Friday, February 28, 1919
Spring term begins.....Tuesday, March 4, 1919
Spring term ends.....Thursday, May 22, 1919
Summer term begins.....Tuesday, May 27, 1919
Summer term ends.....Friday, August 1, 1919

HOLLIDAYS

Thanksgiving recess.....November 27 to December 3, 1918
Christmas vacation.....December 20 to January 1, 1919

WARRENSBURG CENTRAL MISSOURI TEACHERS' ASSOCIATION

Inter-High School Scholarship Contest.....April 10, 1919
Inter-High School Declamatory Contest.....April 11, 1919
Inter-High School Latin Contest.....April 12, 1919
Inter-High School Track and Field Meet.....April 12, 1919

COMMENCEMENT EXERCISES

Annual Sermon.....Sunday evening, May 18, 1919
Class Day Exercises.....Tuesday, May 20, 1919
Alumni Class Day Exercises and Reunion.....Wednesday, May 21, 1919
Commencement.....Thursday, May 22, 1919

FACULTY

E. L. HENDRICKS, President of Faculty, A. M., LL. D.
C. A. PHILLIPS, A. M., Dean of the Faculty.
ALMEDA MAY JANNEY, A. M., Dean of Women.
EDWARD BEATY, PH. B., Supt. City Schools and Associate in Faculty.

AGRICULTURE

HARRY A. PHILLIPS,

Professor of Agriculture and Geography.

B. S., A. B., University of Missouri; graduate work in Manhattan Agricultural College and Cornell University.

AUDREY E. DAVIDSON,

Associate Professor in Agriculture

B. S., Kansas State Agricultural College.

BIOLOGY

G. W. STEVENS,

Professor of Biology.

A. B., University of Kansas; Ph. D., Harvard University.

ECONOMICS

WALTER E. MORROW,

Professor of Economics.

A. B., Warrensburg State Normal School; graduate student in Peabody College.

EDUCATION

C. A. PHILLIPS,

Professor of Education and Dean of Faculty.

A. M., University of Chicago; Fellow in University of Chicago, 1909-10; additional graduate work in Harvard University.

C. B. Hudson,

Associate Professor of Education.

B. S., A. B., University of Missouri; A. M., Columbia University, New York; graduate work in University of Chicago.

BURT W. LOOMIS,

Associate Professor of Education.

B. S., in Education, University of Missouri; A. M., Columbia University, New York.

PAULINE A. HUMPHREYS,

Associate Professor of Education.

Ph. B., University of Chicago; graduate work in Univeristy of Chicago; A. M., Columbia University, New York.

ENGLISH LANGUAGE AND LITERATURE

VINCIL C. COULTER,

Professor of English.

A. M., Brown University; additional work in University of Chicago.

LUCY AUSTIN BALL,

Associate Professor of English.

A. M., Central College, Lexington, Mo.; Ph. B., University of Chicago.

C. F. MARTIN,

Associate Professor of English.

A. M., Brown University; graduate work in University of Chicago.

ANNA MARIE TODD,

Associate Professor of English.

Ph. B., University of Chicago.

W. W. PARKER,

Associate Professor of English.

A. M., Columbia University, New York; additional graduate work in Columbia University.

FRENCH AND SPANISH

ANNIE GARDNER HARRIS,

Professor of French and Spanish.

A. B., University of Kansas; graduate student University of Kansas.

HISTORY

C. H. McCLURE,

Professor of History.

A. M., University of Missouri.

LAURA L. RUNYON,

Associate Professor of History.

Ph. M., University of Chicago.

H. H. BASS,

Associate Professor of History.

M. Litt., University of Wisconsin; A. M., Harvard.

ALMEDA MAY JANNEY,

Associate Professor of History.

A. B., University of Michigan; A. M., Columbia University ,New York.

LATIN

BESS CARTER,

Professor of Latin.

B. S., in Education; A. M., University of Missouri.

MATHEMATICS

JAMES H. SCARBOROUGH,

Professor of Mathematics.

Ph. D., Vanderbilt University; graduate work at University of Chicago.

MARY ANNE KENNEDY,

Associate Professor of Mathematics.

Graduate State Normal School, Cortland, N. Y.; A. B., Cornell University.

FRED W. URBAN,

Associate Professor of Mathematics.

A. B., University of Missouri; graduate work University of Missouri and University of Chicago.

PHYSICS AND CHEMISTRY

WILSON C. MORRIS,

Professor of Physics and Chemistry.

Ph. D., Illinois Wesleyan University; graduate student University of Chicago, 1905-06, and Cambridge University, England, 1908-09.

EARL FOSTER,

Assistant Professor in Chemistry and Physics.

Graduate Warrensburg State Normal School; student in University of Chicago, 1914-15.

PHYSIOLOGY AND HYGIENE

FRANCIS M. WALTERS,

Professor of Physiology.

A. M., University of Indiana; graduate student in University of Chicago.

TRAINING SCHOOL

GEORGE R. CRISSMAN,

Superintendent of Training School.

A. B., University of Kansas; A. M., Columbia University; graduate work at Harvard, and University of Chicago.

DOROTHY B. SELF,

Supervisor of English and History in High School.

B. S., A. B., University of Missouri; graduate work in University of Missouri.

MABEL M. RICHARDS,

Supervisor of Mathematics in the High School.

A. M., University of Missouri.

MABEL ARNETT,

Supervisor of Grammar Grades.

B. S., Columbia University, New York; graduate work Columbia University.

MRS. ROSE DENNIS NORTH,

Supervisor of Intermediate Grades.

Pd. M., Michigan State Normal School.

KATHRYN M. LONG,

Supervisor of Primary Department and Instructor in Primary Method.

A. B., College of Emporia, Kansas; B.S., Columbia University, New York.

JULIA SCOTT,

Director of Kindergarten and Instructor in Kindergarten Theory.

Graduate of Kindergarten Normal, Galesburg, Illinois.

.....

Supervisor of Technical Subjects.

DEPARTMENT OF TECHNICAL SUBJECTS

COMMERCE

H. G. ELLIS,

Head of Department of Commerce.

Graduate of Cedar Rapids Business College; graduate student Cornell College.

DRAWING

ELIZABETH SHANNON,

Director of Drawing.

Graduate of Pratt Institute, Brooklyn, N. Y.
B. S., in Education, State Normal School, Warrensburg, Missouri.

MAYME B. HARWOOD,

Associate Professor in Art.

Graduate of Pratt Institute, Brooklyn, N. Y.

EDNA O'BRYAN,

Assistant in Art.

Graduate Pratt Institute, Brooklyn, New York.

HOME ECONOMICS

NINA STREETER,

Director of Home Economics.

A. B., B. S., in Home Economics, University of Michigan; graduate work University of Chicago and Columbia University, New York.

MARY KLINGNER,

Assistant in Household Arts.

A. B., in Home Economics, University of Missouri.

INDUSTRIAL ARTS

AUGUST AHRENS,

Director of Industrial Arts.

Graduate of Pratt Institute; graduate student in Harvard University, Clark University and University of Illinois.

MUSIC

CHARLES R. GARDNER,

Director of Music.

Graduate American Institute Normal Methods, Chicago; Student in Voice under Douglas Powell, New York City, and L. Drew Mosher, Cincinnati; Student in Piano under George Kruger, Belgian Court Pianist.

JOSEPHINE DIXON,

Supervisor and Teacher of Voice.

Graduate State Normal School, Warrensburg, Mo.; Graduate Warrensburg School of Music.

.....

Instructor in Theory and Director of Band.

.....

Instructor in Public School Music and Piano.

PHYSICAL EDUCATION

FORREST C. ALLEN,

Professor of Physical Education.

D. O., Central College of Osteopathy; student University of Kansas.

ELIZABETH ELLIOTT,

Instructor Physical Education for Women.

Ph. B., Columbia University, New York.

LIBRARY

LEESON HAY COOK,

Librarian.

Ph. B., University of Chicago; graduate library work University of Illinois.

MAY E. FOLEY,

Assistant Librarian.

A. B., University of Wisconsin; Graduate Library School.

ALDA CECIL,

Assistant Librarian.

OTHER OFFICERS

G. E. HOOVER,
Registrar.

BESS A. DOVE,
Secretary to President.

LAURA L. RUNYON,
Secretary to Faculty.

E. P. WILLIAMS,
Superintendent of Buildings, Grounds, Heating and Janitor Service.

FACULTY COMMITTEES

The first person named on each committee is chairman and the President of the Faculty is *ex officio* member of each committee.

Standing and Classification:

C. A. Phillips, McClure, Scarborough, Crissman, Coulter, Carter, Harris, Morrow, H. A. Phillips, Janney, Stevens.

Certification and Graduation:

Hendricks, Coulter, Kennedy, C. A. Phillips.

Alumni and History of School:

H. A. Phillips, Harris, Harwood, McClure.

Atheletics:

Allen, Morrow, Parker, Foster.

Chapel Exercises:

Morrow, Walters, Gardner.

Care of Buildings and Grounds:

Ahrens, Walters, Davidson.

Debate:

Coulter, Martin, Runyon, Morrow, Parker.

Discipline:

Morris, Janney, Scarborough, McClure.

Catalog and Reports:

Morris, Runyon, Coulter, Crissman.

Recommendations and Positions:

McClure, C. A. Phillips, Crissman.

Statistics:

Humphreys, Kennedy, Loomis.

Correspondence Courses:

Harris, Hudson, Carter.

Lecture Course and Entertainment:

Bass, Urban, Coulter, Janney.

Social Welfare Committee:

Janney, Kennedy, Ball, Runyon, Elliott, Foley.

Committee on Course of Study:

Crissman, C. A. Phillips, Morris, Scarborough.

DUTIES AND POWERS OF OFFICIALS AND COMMITTEES.

SUSTAINING DIRECT RELATIONS TO STUDENTS

Dean of Faculty

The Dean of the Faculty is the acting head of the school in the absence of the President. He supervises classification, evaluates entrance credit, ascertains the standing of candidates for any certificate or degree, and presents all irregular or questionable cases to the proper committee for adjudication. Inquiry concerning credit should be addressed to him.

Dean of Women

The Dean of Women concerns herself with student life outside of, as well as in, the classroom. This includes social life, health, rooming and boarding places, self-help, and other forms of student welfare.

Standing and Classification

1. This committee shall determine the value of any work done in other schools or of any work specifically determined by the present course of study, when such work is offered for advanced standing or for graduation.
2. It shall furnish to the recording official a statement of credits allowed, and provide for entrance examinations.
3. It shall prepare the daily programs for each quarter.
4. It shall enroll and classify all students.
5. It shall see that a full and correct roll of students be kept in the office of the Registrar.
6. It shall see that the grades made by students each quarter are duly reported to the recording official.

Certification and Graduation

1. It shall collect each quarter a list of names of students applying for certificates or for graduation, and ascertain whether such applicants have complied with the required conditions.
2. It shall see that certificates and diplomas are provided, filled out and signed for all fully accredited applicants.
3. It shall supervise the keeping of a permanent record of all students receiving certificates or diplomas.
4. It shall have general supervision of graduation exercises and the arrangement of the program, and the selection of class speakers must have its approval.

Athletics

1. This committee shall have general supervision over all athletic games, exhibitions and contests, and shall have control over the arrangement for such games, exhibitions and contests with other schools or associations.

2. It shall decide what candidates shall be eligible for membership on teams or for admission to athletic games, exhibitions and contests and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

Debate

1. This committee shall advise with all the students in all important matters connected with debate, oratory and declamation.

2. It shall control all arrangements for contests in debate, oratory and declamations, and all arrangements for such contests with other institutions shall be made only by and with the consent of this committee.

3. All productions for such contests shall be prepared and presented in conformity with the rules and regulations of this conmmittee.

Discipline

1. This committee shall have charge of the general discipline of the school, including the order of the halls and about the buildings.

2. When asked to do so, it shall advise with and assist teachers with reference to individual cases or special regulations for discipline and may inflict punishment to the extent of limited suspension from the school.

3. It shall investigate and report upon all cases requiring faculty action.

Lectures and Entertainment

1. The committee shall select and contract for all lectures and entertainments for the regular Normal Lecture Course.

2. All entertainments, excepting those which come under the control of other regular committees, must receive the approval of this committee and be subject to its regulation before they shall be permitted to take place in the chapel.

3. All entertainments that are to take place in the chapel must be scheduled by this committee.

Course of Study

This committee has under consideration the constant adaption of the course of study to changing social conditions.

Social Welfare

This committee has general supervision of the social activities of the school and school organizations.

Recommendations and Positions

This committee assists graduates and qualified students to secure positions to teach, and aids school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the committee.

It seeks to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the committee will have full and confidential information in regard to applicants.

School officers are cordially invited to visit the Normal School to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from boards, principals and superintendents in regard to vacancies and teachers. This information will be treated in full confidence, and all possible assistance will be gladly given.

While the chief work of the committee is to help the students who are in attendance, yet it will be the purpose to lend assistance to graduates and former students in securing more satisfactory positions. To this end the full co-operation of Alumni and former students is earnestly desired. Write to the committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to the Committee on Recomendations and Positions.

NEW ADMINISTRATION BUILDING.

STATE NORMAL SCHOOL, SECOND DISTRICT

HISTORICAL

The Second Normal School District was established by act of the General Assembly, approved March 20, 1870. The commission appointed by the Governor of the State to locate the school selected Warrensburg, the county seat of Johnson county, April 27, 1871. In consideration of such selection, Warrensburg and Johnson county voted municipal and county bonds to the amount of one hundred and seventy-three thousand dollars, the proceeds from the sale of said bonds to be used in the erection of a Normal School building.

Immediately following the location of the school, a Board of Regents was appointed by the Governor. This Board at once elected a faculty, consisting of Dr. George P. Beard, president; Prof. E. A. Angel and Miss Lucy Jane Maltby, instructors, and on May 10, 1871, the school was formally opened in a rented building with thirty students in attendance.

During the first ten years the school labored under tremendous difficulties. The meager appropriations made by the Legislature were wholly inadequate for the completion and proper equipment of the building and for the employment of the needed corps of teachers; also, an interest in the school and its special function of training teachers had to be aroused and its existence justified in the minds of many people. Yet, in spite of these difficulties, there was an average annual attendance of 381 students during the first decade of its existence—1871 to 1881.

During the decade 1881 to 1891 the average annual enrollment was 542, and for the period from 1891 to 1901 the average annual attendance grew to 866. Average 1901-1911, 1,460. This gratifying growth continues unabated, the number enrolled for the current year 1917-1918 being 2,110 exclusive of students in the Training School. Probably no other Normal School in the country has had a steadier or more substantial growth and development.

The Faculty has grown from three members, constituting the first organization, to fifty-three members, the number employed for the next scholastic year. Of this number none are substitutes or student teachers, but all are men and women whose

scholarship and experience especially fit them for the work for which they have been employed.

As a result of the forty-seven years' labor of this institution, 7,731 men and women have been licensed to teach in the public schools of Missouri. Of this number, 4,382 have received the Regents' Certificate, a two years' license to teach in Missouri; 3,162 have received diplomas which give a life license to teach in the public schools of Missouri, and 187 have received the Rural School Certificate.

The influence of the school on the educational progress of the state and its work in developing the type of citizenship that makes the Missouri of today a rich and prosperous commonwealth cannot, of course, be definitely estimated, but that it has been a very potent factor is beyond question.

BUILDINGS

The corner stone of the main building, 160 by 80 feet, three stories high, was laid August 16, 1871, and in June, 1872, the first story was completed and ready for occupancy. But the building as at first projected, was not completed until the summer of 1881.

During the years 1885 to 1886 a wing 66x116 feet was erected south of the center of the main building, and connected with it by a short corridor. This improvement provided greatly increased accommodations for the Training School Department and added six large rooms, two cloak rooms and an auditorium to the Normal Department. The General Assembly, in 1895, made an appropriation of $30,000 for the erection of a Science Building.

The General Assembly of 1903 made an appropriation for a gymnasium. The Board of Regents erected a thorough modern building of the famous Johnson county sandstone. It contains a gymnasium thoroly equipped for women, and another for men occupying an entire floor. There are also the rooms of the music department, the reading rooms of the Y. M. C. A., and the offices and physical testing rooms for the physical directors.

An additional appropriation was made by the same General Assembly of $22,000 for the erection of a new heating plant, with a second story, for the Manual Training Department. Five rooms of the building have been equipped and devoted to the use of that department.

The General Assembly, in 1907, again came to the aid of the school with an appropriation for a Training School building. It was build of native sandstone, directly south of the main group of buildings and connected by a corridor.

All the above buildings except the Gynmasium and the Power Plant were destroyed by fire on the morning of March 6, 1915.

In the face of this calamity the friends of the school thruout the state rallied nobly, the student body, with unfaltering faith and loyalty, stood like a stone wall and the citizens of Warrensburg responded in that spirit of high courage for which they are noted. Temporary quarters were provided for all classes, need equipment was ordered by telegraph; and on Monday morning, March 8, school opened on the regular schedule.

The Legislature which was at that time in session, in response to a special message from the Governor, met the emergency in true Missouri style by appropriating $250,000 for immediate building purposes.

Plans were accepted by the Board of Regents for a complete new plant, made up of separate fireproof buildings. Three buildings, a Training School, a Science Hall and a large main building (Administration Building) were started at once. The Training School Building was occupied in February, 1916, Science Hall, September, 1916, and the Administration Building, June, 1917.

Today the school plant is not only *much larger* but it is also *much better* than it was before the fire, and the students of the future will be better provided with working room and equipment than were those of the past.

TRAINING SCHOOL BUILDING

This is one of the most beautiful and serviceable school buildings in the state. It is concrete thruout and hence fireproof. It is heated by steam and has forced fan ventilation. The temperature and humidity are regulated automatically. The floors in the classrooms are of hard wood; the blackboards are of slate; and there are sanitary drinking fountains on each floor. There are library cases and special supply rooms for each department and movable furniture thruout.

SCIENCE HALL

This building, like the new Training School, incorporates the best that is known to modern school architecture in construction, heating, lighting and ventilation. It is a full three-story building, 107x66 feet. The departments of agriculture, biology, home economics, chemistry and physics are very comfortably housed in this building Each department is well equipped, and excellent opportunity is afforded for instruction in the various departments of science.

THE ADMINISTRATION BUILDING

This building was used during the summer term of 1917. It is 218 feet in length and is three stories high. The base is built of Carthage limestone and the walls of Warrensburg sandstone. The main entrance and corridor are of marble and the entire building is equipped with modern conveniences. The fan system of heating and ventilating, vacuum cleaner, etc., are installed. Its front entrance rivals the Gothic entrance to the old building and will doubtless furnish the motif for future illustrations of the entire school plant. The building is occupied by the administrative offices, the academic departments, and, temporarily, by the Library. The literary societies have commodious quarters in this building.

LOCATION

The fact that for forty-seven years Warrensburg has been one of the active educational centers of the state has not been without influence upon the town, and the intellectual atmosphere is that which characterizes our best college towns, the school being easily the central interest of the community. Warrensburg is a town of homes, and the citizens are in every way hospitable toward the student body. Most students board under home influences and enjoy home conveniences. The churches welcome students as an actual force in their services, and a large per cent of the faculty and student body are engaged in religious work.

Pertle Springs, one of the well-known summer resorts in the state, is but one mile from the campus. A great number of religious, political and social conventions and meetings occur here each year, and afford the students opportunities, especially in the summer time, to hear distinguished speakers that otherwise they would in all probability never hear.

PURPOSE OF THE SCHOOL

It is axiomatic that a just and efficient government must be controlled and administered by the educated; hence the genius of our government implies an educated citizenship. Missouri, in common with most of the American states, realized, practically from its founding, the necessity for an educated citizenship. This attitude of the state towards the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. The State of Missouri does this thru its public Normal Schools, whose function is the education and preparation of teachers for the schools of the state. The Revised Statutes of 1899 declare the Normal Schools to be established to fit young men and young women to be "competent teachers in the public schools of the state." In the same statutes the public schools of the state are defined to be elementary schools and high schools, and provision is made for the support and control of the one class of schools as much as the other; so it is incumbent upon the Normal School to provide education and training of teachers for both classes of schools.

It has been correctly said, "The State Normal School is not an institution for general culture for its own sake; it is a special school — a professional school. Its purpose is to confer on its students that education, discipline, professional training and practical skill which will best fit them for teaching in the public schools of the state." A Normal School being characteristically professional, the dominant interest centers in that training which the school affords to those preparing to be teachers. This school is especially organized for professional work in its departments of Psychology, Pedagogy and the Training School.

The Training School applies the professional knowledge of the departments of Psychology and Pedagogy in actual teaching by the students in the Kindergarten, the Elementary School and the High School. These three departments constitute the three divisions of the continuous process in the professional preparation of a teacher.

Academic and technical preparation must of necessity proceed along with or before professionsl instruction. The academic instruction of a Normal School must be exact, thoro, broad. The student of a Normal School is thoroly grounded in the subjects he is to teach, and more, his courses must extend beyond public

school subjects, to give the broader outlook for sources of material and clearer insight into methods and means of investigation. With the claims now made upon the schools for industrial and vocational instruction, the Normal Schools cannot be less exacting or extensive in the study of the technical subjects. In all departments of instruction this school does not lose sight of the fact that it is a professional school — that its work is that of training teachers. The attitude of the teacher to subject matter is not forgotten. The student is constantly made to realize that the methods of acquiring knowledge is of importance as well as the plans for imparting information.

It is believed that in following the plans thus set forth this school can hope for a reasonable success in carrying out the purpose of a State Normal School — that of fitting "young men and young women to be competent teachers in the public schools of the state."

THE GOVERNMENT OF THE SCHOOL

In the government of the school the largest liberty consistent with good work and order is allowed. The disciplinary power of the institution is brought to bear upon the student only to bring him to a rational understanding of freedom and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as becomes a lady or a gentlemen, or who is found not to be adapted to school work for other reasons, to withdraw from the institution.

DEPARTMENTS OF TECHNICAL SUBJECTS

These departments are Commerce, Fine Arts, Home Economics, Industrial Arts, Music, Physical Education. Each department is provided with special apparatus needed for its work.

STUDENT ORGANIZATIONS

All these organizations, as the name implies, are managed and directed by the students, and have for their purpose the acquiring of knowledge and skill in directing organized efforts and in doing things that have real educative value. Faculty assistance and direction is reduced to a minimum.

THE LITERARY SOCIETIES

The Literary Societies — six in number — the Athenian, the Baconian and the Irving for young men; the Campbell, the Osborne and the Periclean for young women — are under the general control of the faculty and the immediate supervision of patrons appointed by the President.

Each society holds its regular meetings during the school year once a week, at which times programs are rendered, consisting of readings, declamations, essays, orations, debates, songs, choruses, etc. Here the students are able to secure practical drills in public deportment and address. The patrons from the faculty assist the several societies at different times and offer criticism on the programs. In addition to this, during the year contests in oratory, debate and declamation are held between the several societies of the school, and between the different schools of this and other states. All contests of this nature are under the control and supervision of the Faculty Committee of Debate.

In the inter-society contests for 1917-18 the following were the successful contestants:

In oratory, first, Wayne Crutchfield (Baconian); second, Robert Moore (Athenian).

The splendid school spirit that is engendered in the students thru the societies, and the culture that comes to them thru associations and contact with the best minds in the student body, are beyond calculation.

THE CHRISTIAN ASSOCIATIONS

The students maintain two religious organizations — the Y. M. C. A. and the Y. W. C. A. These associations hold regular weekly meetings for devotional and social service purposes, and occasional social gatherings. The associations are factors for

Y. M. C. A. HALL.

Y. W. C. A. HALL.

good in the school and the students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

These organizations are affiliated with the national organizations with headquarters at New York City. The State Secretaries make at least one visit during the year and several delegates represent the organizations in the state and national meeting. There are, besides the officers of the student body, advisory boards composed of faculty members and residents of the town.

CLUBS

The school has a number of organized clubs, the membership in which is voluntary. Their organization is encouraged for the opportunities they give for self-government and self-activity in such lines as the students may have special interests. At the present time the following organizations are reported as having large, active memberships and doing successful work:

THE SCIENCE CLUB

The Science Club was organized in 1909. Its purpose is to stimulate a more general interest in science work and to bring the student in touch with the method and results of scientific research. Membership is confined to students and teachers of the Science Departments. Meetings are held bi-weekly.

The several Science Departments are organized under a chairman for the purpose of securing efficiency in each department and unity of work in all.

THE SCHOOL ARTS CLUB

The School Arts Club was organized in October, 1913. Its purpose is to further the extension of the Fine and Applied Arts. Students of the Fine, Household, and Industrial Arts Departments, and others particularly interested in Practical Arts, are eligible to membership.

LE CERCLE FRANCAIS

The object of this club is to promote and sustain interest in the study of French customs, language and literature. French lectures, dramatics, games and music are included in its programs.

MUSICAL ORGANIZATIONS

There are at this time several musical organizations in the School — a large chorus composed of young ladies and gentlemen, a girls' chorus, the Normal men's glee club, a band, an orchestra and a mandolin club. Students with the necessary qualifications are urged to become members of these organizations. Those having instruments are requested to bring them.

TENNIS CLUBS

On a well shaded portion of the campus are several tennis courts for the free use of the students. This most delightful and wholesome outdoor sport is growing more in popularity with the students each year. Two afternoons each week are set aside for the young ladies' classes in Physical Training. These classes are especially helpful to beginners in tennis.

The courts are under supervision of the Athletic Department.

ALUMNI ASSOCIATION

All graduates of the Sixty, Ninety and One Hundred and Twenty Hour Courses are members of the Alunmi Association. The membership is now more than 3,100.

The supreme test of the value of a school to the commonwealth is the quality of its Alumni. Among our graduates are many who have attained distinction in the world of educators, and many who have achieved success in other lines. The graduates, in direct contact as they are with the larger thought, environments and ideals of the state, owe to their Alma Mater a contribution for her efforts for finer character, higher culture and larger citizenship. The Alumni Association is a useful factor in the upbuilding of this Normal School.

The school is justly proud of the large number that return from year to year to do advanced work, or enter the colleges and universities to do work for higher degrees; it indicates that the work and school life of this institution give a stimulus and educational momentum that is enduring.

The Association held its regular meeting Commencement Week. The spirit of loyalty and co-operation displayed at this

meeting gives assurance of effective work by the members of the Association on behalf of their Alma Mater.

Officers for the ensuing year are as follows:

President.....Miss Pauline Humphreys
Vice-President.....Mrs. Virginia Hedges
Secretary.....Miss Stella Mitchell
Treasurer.....Mr. W. E. Morrow

MISCELLANEOUS INFORMATION

THE LECTURE COURSE

For a number of years this institution, thru its Faculty Lecture Course and Entertainment Committee, has maintained a course each year of high-class lectures and entertainments. The committee has always sought to maintain a high standard of excellence by selecting for each course the highest quality of talent available on the American platform. The only motive in providing the lecture course is to offer the best educational influences to the students and the community. The "Student Activity Card" which each student receives upon enrollment, gives admission to all numbers of the Lecture Course.

INTER-HIGH SCHOOL LATIN CONTEST

Competitive Latin examinations will be held at 10 a. m., April 12, 1919. They are open to all students in the Second Normal District who are pursuing the most advanced courses offered in their respective schools. Free scholarships will be awarded to the winners as follows:

For one year Latin.....2 terms
2 years of Latin.....2 terms
3 years of Latin.....3 terms
4 years of Latin.....4 terms

Where Cicero and Vergil are alternated in the third year, This will be taken into consideration.

The successful contestants for 1918, named in order, were:

Violet Keyes, Sedalia.....4 years of Latin
Faye Garland, Windsor.....2 years of Latin

INTER-HIGH SCHOOL TRACK MEET

The Eleventh Annual Inter-High School Track and Field Meet, combined with the Central Missouri Meet, and known as the Seventh Annual Inter-High School Track and Field Meet of the Warrensburg-Central Missouri Teachers' Association was held on the Normal Field April 13, 1918.

Harrisonville won the meet with a total of fifty points. Harrisonville also won the Trophy Cup for the relay race.

The standing of the first three schools was as follows:

Harrisonville, 50; Clinton, 11; Raymore, 10.

RED CROSS INSTRUCTION

I. ELEMENTARY COURSE in FIRST AID: Ten lessons, one and one-half hours each. Enrollment and book fee eighty five cents.

ADVANCED COURSE in FIRST AID: Five lessons, one and one-half hours each. Enrollment and book fee one dollar.

Instructor L. J. Schofield, M. D.

II. COURSE IN ELEMENTARY HYGIENE AND HOME CARE OF THE SICK: Fifteen lessons, one and one-half hour each. Enrollment and book fee, one dollar.

Instructor: Edith Austin Boland, Red Cross Nurse.

This course is a prerequisite for qualifications as Nurses' Aid.

III. PREPARATION OF SURGICAL DRESSINGS: Eight lessons, three hours each. Successful completion of course entitles one to teach and supervise in workrooms.

Instructors: Faculty women, who have qualified as authorized instructors.

The Red Cross issues certificates on the successful completion of any of these courses.

SCHOLARSHIPS

The Demand Scholarship in History: Friends of the late Professor H. D. Demand have contributed a memorial fund sufficient to pay the school fees of one student each year. Selection is made by the President and the Department of History from the specializing students in history.

Y. W. C. A. Scholarships: The Young Women's Christian Association, desiring to increase the educational advantages for young men and women whose moral and religious character as well as ability and attainment give promise of leadership, has established a scholarship fund which yields annually $240.00.

Applicants must have done at least one term's work in residence.

The scholarships will be awarded early in April and may be used any of the four quarters of the year beginning with the Summer quarter, following the award. Applications should be addressed to Miss Elizabeth Nickerson, President of Board of Advisors, Warrensburg, Missouri.

Warrensburg Commercial Club Scholarships: Two scholarships have been established by the Commercial Club of Warrensburg, to be awarded annually to the girl and the boy graduating with the highest standing from the rural schools of Johnson county. These scholarships bear the name of the donors: the C. A. Shepard Scholarship for girls and the John Thrailkill Scholarship for boys.

D. A. R. Scholarship: The Warrensburg Chapter of the Daughters of the American Revolution offers a scholarship to the student graduating from the Warrensburg High School with the best record in History.

Women's Federated Clubs' Loan: This is a loan of money without interest to girls who have graduated from high school. The recipient must have the endorsement of a federated woman's club.

The Board of Regents authorizes a scholarship for each high school of the Second Normal School District. These entitle the holders to free tuition for three terms. Scholarships are also authorized by the Board for the winners in the Inter-High School Latin Contest. See page 29.

OSBORNE-CAMPBELL MEMORIAL FUND

The Alumni Association in 1910 founded a Student Aid Fund, which is known as the Osborne-Campbell Memorial Fund. This fund is a memorial to Dr. George L. Osborne, who was for almost a quarter of a century President of this School, and to Professor J. J. Campbell, who worked in the School for twenty-five years as Professor of English. The noble lives of these men

are a perpetual benefit to those who knew them; this fund is to keep them in the minds of those who come in later days.

In the past seven years the fund has been the means of helping many students to remain in school at times when it was necessary to borrow money or leave school.

The fund is in the hands of the Board of Regents and will be loaned to worthy students in sums not greater than fifty dollars, for terms not exceeding two years, and at the interest rate of three per cent per year.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION LOAN FUND

This Student Loan Fund was founded for the purpose of aiding worthy students who need to borrow money in order to remain in school. The money will be loaned without interest. Miss Pauline A. Humphreys is trustee of this fund.

SCHOOL PUBLICATIONS

BULLETINS

The Institution issues four bulletins a year:
In July, the Annual Catalog.
In October, a Department Special.
In January, the Spring Term Special.
In April, the Summer School Special.

THE RHETOR

This is the Class Annual which is issued each year by the graduates in the Sixty-Hour Course.

THE NORMAL STUDENT

A weekly paper edited by the class in Journalism.

HIGH SCHOOL DEPARTMENT OF THE TRAINING SCHOOL

It sometimes proves convenient for younger brothers or sisters of students who are in attendance in the Normal School to enroll in the Training School. Tuition is nominal and the equipment excellent. Pupils who have completed the rural school

course, or the work of the eighth grade, may enter the High School Department of the Training School. The Training School High School now maintains a four-year course. For information concerning the advantages offered in this department, write to the Superintendent of the Training School.

CORRESPONDENCE STUDY DEPARTMENT

The Normal School offers a limited number of courses by correspondence to meet the needs of those students who are prepared but unable to do residence work. No student is permitted to carry more than two courses by correspondence at one time. A maximum of fifteen hours' credit for work done by correspondence may be used toward the sixty-hour diploma. A maximum of twenty hours may be used toward the ninety or the one hundred twenty hours diploma. No more than ten hours' credit will be given for correspondence work during any one school year. This applies to work done in other institutions as well as work done in this school. No credit will be given for correspondence work done in another school when the same work is given here.

ENTRANCE REQUIREMENTS

CONDITIONS OF ADMISSION

Scholarship — See general statements under Rural School Course and Advanced Normal School Courses.

Character — Applicants seeking admission for the first time must submit satisfactory evidence of a good moral character. A letter from the head of the last school attended, from a county superintendent, or some other person of well known integrity, is sufficient.

ELEMENTARY SCHOOLS

Applicants holding a certificate of graduation from a rural school or a certificate of graduation from an elementary school or a county certificate will be granted entrance to the Elementary Normal School Courses.

ACCREDITED WORK

TEACHERS' READING CIRCLE

One-third of a unit credit is given to those who read the two books assigned for 1918-19 and successfully pass an examination on them under a County Superintendent at the regular March examination. The Normal School will furnish the questions and will examine the manuscripts.

HIGH SCHOOLS

Graduates of approved first class high schools who have met the minimum requirements as outlined by the State Superintendent will be granted unconditional entrance to any of the Advanced Normal School Courses.

Graduates of other classified high schools will be granted the rating made by the State Superintendent's reports.

All students entering from *classified* high schools shall be credited according to the rating given by the State Superintendent.

No advanced standing of college rank shall be given for post graduate work in a high school unless such high school is properly equipped and definitely organized to do work of college rank.

For work completed in an unclassified secondary school credit may be given to the amount indicated by the State Superintendent's rating of this school.

Students claiming more credit for work done in either classified or unclassified secondary schools than is recommended by the State Superintendent's rating shall be given this excess credit by *examination only.*

The conditions under which these examinations are given are as follows:

a. In no case shall entrance examinations be given for more than four units for each year spent in school.

b. The entrance examinations shall be given by a committee of the faculty.

c. The questions shall be set and the papers graded by the department in which the applicant seeks credit.

d. Entrance examinations shall be held the first Saturday of each term. Application for examinations, together with the

reasons for requesting them, must be filed with the chairman of the examining committee not later than Wednesday of the first week of the term.

e. The examination questions shall be deposited with the chairman of the examining committee and kept on file. The examiner's reports and all certificates and documents pertaining to the entrance and advanced standing of each student shall be kept in a permanent file.

f. No credit by examination shall be given after a student has completed *one year* of work in the school, nor after an advanced course in the subject has been completed.

Where college credit is substituted to make up a deficiency in secondary credits five hours of college credit shall be counted equivalent to one unit of secondary credit.

COLLEGES, NORMAL SCHOOLS, ETC.

Students from other Normal schools and colleges with membership in the Missouri College Union or *other institutions of similar grade* may receive full credit for work completed in these institutions.

Advanced standing of college rank may be given for college work completed in accredited junior colleges.

No advanced standing of college rank shall be given for grades on state or county certificates when such grades have been secured by examination.

Credit from institutions other than those mentioned shall be given only on the basis of examinations.

Graduates of a college of the College Union and the School of Mines or colleges of equal rank may receive the 120-hour diploma upon the completion of 30 semester hours of college work done in residence. The work must include the required subjects in Education.

ADVANCED STANDING BLANKS

Prospective students who expect to enter with credits from other schools (high schools or colleges) should file those credits with the Dean of the Faculty as early as possible. Upon the request of students, blanks will be sent to the authorities of the school in which the credits were made. Graduates of high schools who intend to enter the Normal should send their high school credits immediately after graduation.

MEMBERSHIP IN THE NORTH CENTRAL ASSOCIATION

The Normal School is now fully accredited as a *senior college* in The North Central Association of Colleges and Secondary Schools. This Association is an organization of the highest grade colleges and high schools of the north central states of the Union. Its standards for membership require grades of work which are recognized everywhere. This means that students of this Normal School may complete the four years (120) hours advanced course now offered with assurance that the work will be recognized. It means that graduates of the senior college course are eligible to teach in the high schools of the North Central Association. It means that the Normal School's standards are raised to those of our best senior colleges, that its field of service is greatly enlarged, and that its graduates of the 120-hour course will have increased opportunities as college students and as teachers.

CONFERENCE OF PRESIDENTS OF STATE EDUCATIONAL INSTITUTIONS AND STATE SUPERINTENDENT OF PUBLIC SCHOOLS

The conference composed of the State Superintendent of Public Schools, the President of the State University and the Presidents of the five State Normal Schools, which met at Jefferson City, June 14, 1917, adopted the following:

a. College work done in any of the institutions of the conference agreement by students who have regularly enrolled for the first time since September 1, 1916, shall be accepted by the other institutions hour for hour and such students finishing the 120-hour course shall be admitted to the graduate school.

b. College work done by students regularly enrolled before September 1, 1916, and in attendance not less than one term, since September 1, 1916, shall be accepted on the same basis as the above, provided satisfactory evidence is produced showing the entrance requirements have been met, and provided further, the college credit granted in any year does not exceed the maximum amount provided for in the conference agreement.

c. College work done by students enrolled before September 1, 1916, and not in attendance one term, since September 1, 1916,

shall be accepted in accordance with the provisions under *b*, with the understanding that each case will be dealt with according to its particular merit and that each school accepting such credit shall be the judge of the amount of credit granted.

CERTIFICATES AND DIPLOMAS

1. Rural School Certificates (issued by State Department of Education) — On completion of the Rural School Course.

2. Regents' Certificate — On completion of thirty hours of the Advanced Normal School Course. See page 45.

3. Life Certificate Diploma — On completion of sixty hours of the Advanced Normal School Course.

4. High School Teachers' Diploma — On completion of ninety hours of the Advanced Normal School Courses.

5. Bachelor of Science in Education — On completion of one hundred and twenty hours of college work.

All candidates for either of the above certificates are required to be in attendance at least *six months* in this school; for the diplomas at least *nine months* in this school. All candidates must have good moral character and must have a majority of grades used above I (inferior). Applications for these certificates or diplomas must be filed with the Registrar at least *four weeks* before the time when they are to be issued.

Special examinations are given only under the direction of the Committee on Standing and Classification. See page 34.

Class honors are based on the average of all grades made by the student in this School, and those receiving first honors will have public mention on Commencement Day.

LEGAL VALUE OF THE CERTIFICATE AND THE DIPLOMA

The Regents' Certificate entitles the holder to teach in the public schools of the state, without further examination, for a period of two years.

The Diplomas (see p. 45) entitle the holder to teach in any of the public schools of the state, without further examination, for life.

EXPENSES

SCHOOL FEES

The school year is divided into four terms, designated as the Fall, Winter, Spring and Summer Terms, of equal length. Every student is required to pay at the beginning of each term, or whenever he may enter, an incidental fee of $10.00.

TEXTBOOKS FURNISHED

Textbooks are furnished at a rental fee of $1.00 for a year or any part of a year. This makes it possible for students to have the use of a larger number of books than the school could reasonably expect them to purchase, and it means to each student a saving of from $15.00 to $25.00 a year. A textbook deposit fee of $3.00 is required to insure proper use and safe return of books and locker keys. This amount is refunded when books are returned in good condition. This system of practically "free textbooks" means a very great saving of expense to the students.

BOARD AND ROOMS

The School has no boarding department. Students board at private houses or at the Y. W. C. A. House. There are ample accommodations for all students within easy reach of the Normal campus, at reasonable prices.

The Y. W. C. A. House accommodates between fifty and sixty women. It has steam heat and electric lights in all rooms, and twelve bathrooms. There is a laundry equipped for the use of the girls, for a fee of twenty-five cents per month. The parlors for the girls' use are on the first floor. Board and room range in price from $3.90 to $4.50 a week, depending upon the location of the room. A teacher will be in residence during the year. Good form and studious atmosphere are the standards of the house. Students who wish to live in the House should write in advance to the Business Manager.

Board and a furnished room in a private house can be obtained at rates ranging from $4.25 to $5.50 per week — two persons occupying one room. Rooming alone means a higher rate. Board only, ranges from $3.00 to $5.00 a week. Rooms in modern homes

rent from $8.00 to $12.00 a month; in homes not modern, from $5.00 to $8.00 a month.

Furnished room with provision for light housekeeping can be secured from $5.00 to $10.00 per month, a limited number of such rooms being in modern houses.

Men and women students will not be permitted to room in the same house except by special permission, nor to room or board in homes not approved by the school. Women students should not engage rooms or board without consulting the Dean of Women and securing a list of approved places. Personal inspection of rooms is necessary to suit individual tastes, therefore, lists of rooming and boarding places will not be sent out by letter.

Board and room should be engaged for the entire term. If a change seems necessary, the Dean of Women should be consulted.

Members of the Christian Associations meet all trains at the beginning of each term. They are readily identified by their badges. New students are requested to consult them for information. Information should not be accepted from other strangers. At other times young women traveling alone will be met at the station if the President or the Dean of Women is notified of the time of arrival.

SELF-HELP

There is some demand for student help in the homes of Warrensburg. Students working for both room and board are not expected to carry full school work. The Y. M. C. A. maintains a "Self-Help Department" for the benefit of the students. During the fall, winter and spring terms this department secured work for students, for which they received $1,350.

HOW TO ENTER THE SCHOOL

To assist new students who need to understand our system of matriculation, the following suggestions are offered:

1. Study the daily program, with the assistance of some member of the Standing and Classification Committee, who will fill out and sign a classification card.

2. Present classification card (thus signed) to the chairman of the Standing and Classification Committee for approval of program arranged.

3. Obtain registration blanks in the office of the Registrar, and fill out with information asked.

4. Pay fees and deposit money for textbooks at Treasurer's office which is in Normal School Building during first week of each term. After this the Treasurer is in the Citizens Bank, North Holden Street.

5. Present Classification Card (approved), receipts for fees, and registration blanks to Registrar.

6. Take Program Card to Textbook Library for textbooks.

Suggestions to Students for Classification

1. Read carefully the general statements for the course you are planing to take.

2. If you are expecting to take out a Rural Certificate, see pages 42 and 43.

3. If you are planning to take the first two years of the Advanced Normal School Course, read page 45.

4. If you are preparing to be a High School teacher, principal or superintendent, read page 46.

5. If you are planning to take one of the specializing courses, see "Specializing Courses" in index and read the directions for the course in which you wish to specialize.

6. The following order should be observed in taking the courses in the Department of Education: Elementary Psychology and School Economy should be taken by all graduates of first class high schools the first term in residence. The next course should be Principles of Teaching. School Economy and Elementary Psychology are suggested prerequisites for Teachers' Courses, Primary Methods, Kindergarten Theory, and Observation. The History of Education is for students in the second year of the Advanced Normal School Course. It *cannot* be taken until the other work in Education is completed.

7. In the General Sixty-hour Course ten (10) hours only in Technical subjects may receive credit.

8. All students are required to take Gymnasium. The minimum requirement is *two terms* for the Rural Certificate and Regents' Certificate and *three terms* for the Diplomas.

9. All students are required to make a grade in Library Lectures.

10. Students who are graduates of first class High Schools and have not met the minimum requirements of the State Superintendent in the various academic departments must make up such

deficiency as soon as possible. Before classification such students should consult the Chairman of the Committee on Standing and Classification.

11. Students who specialize in the sixty-hour course in the academic departments must elect a minimum of 15 hours above high school requirement in the subject chosen for specialization. Specializing students should consult the Head of the department where the major work is to be done before classification.

12. After *September* 1, 1918, no specializing diploma in the academic subjects will be issued at the close of the sixty-hour course. The requirements for the advanced courses (page 46) specify that the work of the student shall be *under the direction* of the head of the department in which he majors. The student must select a major department, with the approval of the department, during the first year of the advanced or college course.

13. All candidates for the sixty-hour diploma must conform to the requirements in English. See page 46.

14. Two and one-half hours in technical subjects are required for the Regents' Certificate, and five hours for the sixty-hour diploma.

15. Students shall not be permitted to carry for credit more than 32½ semester hours per year (three terms). The maximum credit (including the "honor points") for one year (three terms) shall not exceed 37½ hours.

16. The total credit of students who enter late shall not exceed one semester hour for each week of attendance. This rule may not be applied to students who, for adequate reasons, enter not more than one week late.

GENERAL SUGGESTIONS

The beginning of a term is the best time for entrance. Students admitted at other times must accomodate themselves to the condition of classes at the time of entrance.

A trained nurse is employed by the school and gives her entire attention to the prevention of illness among students.

While successful vaccination is not made a requirement, it is recommended that students who have not been vaccinated have it done by their family physician before leaving home.

All wraps, overshoes and umbrellas should be plainly marked by their owners as a means of identification.

FOUR-YEAR RURAL SCHOOL COURSE

Leading to the Rural School Certificate

FIRST YEAR

English	English	English
El. Algebra	El. Algebra	El. Algebra
History	History	History
Biology, Physics or Physiography	Biology, Physics or Physiography	Biology, Physics or Physiography

SECOND YEAR

English	English	English
American History and Government	American History and Government	American History and Government
Agriculture	Agriculture	Agriculture
Plane Geometry	Plane Geometry	Plane Geometry

THIRD YEAR

English	English	Methods in English
Physiology	Geography	Rural School Management
Arithmetic	Music and Drawing	Music and Drawing
Elective	Elective	Elective

FOURTH YEAR

Rural School Methods	Rural School Methods	Observation
Psychology	Industrial Arts (⅓) or Household Arts (⅓)	Rural Life Problems
Methods in History	Elective	Elective
Elective	Elective	Elective

REQUIREMENTS AND CONDITIONS IN THE RURAL SCHOOL COURSE

1. This course is designed to prepare teachers for rural schools. As outlined above it is equivalent to a first class four-year high school course; hence it is to open to students who hold a certificate of graduation from a rural school, or who have completed the eighth grade of a graded school. It is also open to teachers holding Third Grade County Certificates.

2. Students who have completed three years of approved high school work, including a unit each in Argiculture, American History, and Science (Biology, Physics or Physiography), may secure this certificate on completion of two units in Education (Rural School Methods, Elementary Psychology, Rural Life Problems, Rural School Management and Observation), one unit in applied arts and one unit in method courses in the common school branches.

3. Maximum and minimum units that will be accepted in each subject in the Rural School Course are indicated as follows;

English	4	3	Biology	1	1
Algebra	1 ⅔	1	Physiology	⅓	⅓
Plane Geometry	1	1	Agriculture	1 ⅔	1
*Solid Geometry	⅓	⅓	Physical Geography	1	1
*Trigonometry	⅓	⅓	*Economics	⅓	⅓
High School Arithmetic	⅓	⅓	Music	1	⅓
History and Government	4	2 ⅓	Drawing	1	⅓
Latin	2	2	Industrial Arts	1	⅓
German	2	1	Commercial Subjects	1	⅓
French	2	1	Household Arts	1	⅓
Physics	1	1	Education	1 ⅓	1 ⅓
Chemistry	1	⅓			

4. All students desiring the Rural School Certificate must take the Library Lectures one term and Physical Training at least two terms. The library lectures must be taken the first term in residence.

5. Second year students may substitute a unit of foreign language for American History. In such cases a unit of American History will be required in the fourth year.

6. Students desiring to *elect* Medieval and Modern History should take it during the second year. In such cases American History will be required in the third or fourth year.

7. This certificate will not be granted to students making a lower average than S (the grade for medium work) in all the courses taken.

8. The minimum residence requirement for this certificate *is six* months in this school.

9. It will not be issued to any one under eighteen years of age.

10. The rural certificate may be renewed after the holder thereof has had thirty-two (32) weeks of successful experience and has completed at least eight (8) semester hours of college work in a standard professional school of college rank.

ELEMENTARY NORMAL SCHOOL COURSE

I. A FOUR YEARS' COURSE OF HIGH SCHOOL RANK

For entrance, students must present certificates of completion of eighth grade or graduation from a rural school. For subjects by years see Department of Instruction.

1. REQUIRED SUBJECTS, 10 UNITS AS FOLLOWS:

English	3 units	History	2 units
Algebra	1 unit	Science	2 units
Plane Geometry	1 unit	Technical Subjects	1 unit

2. ELECTIVES, 6 UNITS FROM FOLLOWING SUBJECTS:

English	1 unit	Foreign Languages	4 units
Mathematics	2 units	Technical Subjects	2 units
History	2 units	Education	1½ units
Science	2 units		

*Courses marked (*) may be elected in the fourth year only.

3. Maximum and Minimum units that will be accepted in each subject are indicated as follows:

English	4	3	General Science	1	1
Algebra	1 ⅔	1	*Nature Study	1 ⅓	1 ⅓
Plane Geometry	1	1	Physiology	⅓	⅓
*Solid Geometry	⅓	⅓	Agriculture	2	⅓
*Trigonometry	⅓	⅓	Physiography	1	⅓
High School Arithmetic	⅓	⅓	*Economics	⅓	⅓
History and Government	4	2	*Economic Geography	⅓	⅓
Latin	4	2	Music	2	⅓
German	3	1	Drawing	2	⅓
French	3	1	Industrial Arts	2	⅓
Physics	1	1	Commercial Subjects	1	⅓
Chemistry	1	⅓	Household Arts	2	⅓
Biology	1	⅓	Education	1 ⅓	1 ⅓

*Courses marked (*) may be elected in the fourth year only.

Note 1: Before the 60-hour diploma will be issued to any student who offered the minimum amount of credit allowed as indicated above in Mathematics, History or Science, when the Elementary Normal School Course was completed, he will be required to offer at least $7\frac{1}{2}$ hours from each department where such minimum was used.

Note 2: The required unit of technical subjects must be distributed as follows: Penmanship, one term; Music, two terms; Drawing, two terms, and Industrial Arts or Household Arts, one term.

Note 3: The term "unit" as used for measuring credits in the Elementary Normal School Courses represents the successful pursuit of an academic or educational subject of three terms of twelve weeks each. Technical subjects requiring the same preparation outside of recitation periods as academic and educational subjects receive the same credit; and technical subjects not requiring such preparation receive half credit.

ADVANCED NORMAL SCHOOL COURSES

Conditions for entrance:

1. Completion of a four year course, with *at least* 15 units of credit, in a first class high school, in a fully accredited private academy, or in the secondary department of a normal school.

2. Students over twenty-one years of age, who are able to demonstrate their fitness to do college work, may be admitted to college classes as special students; but they cannot be candidates for graduation until they have met the requirements for admission as regular students.

3. A student cannot be admitted to classes of college rank who is conditioned in more than *two* entrance units. All entrance conditions must be removed within one year of the date of admission.

REGENTS' CERTIFICATE

Graduates of accredited first class high schools or schools of equivalent rank may secure the Regent's Certificate on the completion of thirty (30) hours of college work, *two terms* of which must be done in residence in this school. The requirements are as follows:

Elementary Psychology..... $2\frac{1}{2}$ hours
School Economy..... $2\frac{1}{2}$ hours
Elementary Course of Study..... $2\frac{1}{2}$ hours
Teaching in the Training School, or Observation..... $2\frac{1}{2}$ hours
Technical Subjects..... $2\frac{1}{2}$ hours
Electives.....$17\frac{1}{2}$ hours
Gymnasium..... 2 terms
Library Lectures.

NOTE: Not more than five hours of the Electives may be Technical Subjects. Students must elect $2\frac{1}{2}$ hours of Agriculture if this subject has not been studied in high school.

THE SIXTY (60) SEMESTER HOUR COURSE

This diploma, issued on the completion of sixty hours *above* a first class high school, represents ability to teach and supervise in the Elementary Schools. Entrance requirements and conditions are specified on page 44.

REQUIREMENTS:

1. Education $22\frac{1}{2}$ hours, as follows:
Elementary Psychology..... $2\frac{1}{2}$ hours
School Economy..... $2\frac{1}{2}$ hours
Principles of Teaching..... $2\frac{1}{2}$ hours
Observation and Teaching (see Note 1, page 80)..... $7\frac{1}{2}$ hours
History of Education..... 5 hours
Elective..... $2\frac{1}{2}$ hours
2. Technical Subjects..... 5 hours
3. Electives (see Note 5, page 46.).....$32\frac{1}{2}$ hours

NOTE 1: The electives must be in subjects of college rank and not more than ten hours may be used from Technical Subjects and Physical Education.

NOTE 2: Specializing students in this course may offer $2\frac{1}{2}$ hours in History of Modern Elementary Education and $2\frac{1}{2}$ hours in some other educational subject in place of the general (five hour) course in History of Education. See page 61.

NOTE 3: In case a Regents' Certificate was issued at the completion of the Elementary Normal School Course, the $1\frac{1}{3}$ units required in Education will count as ten hours of the educational subjects in the above list; but students who used the $1\frac{1}{3}$ units, or 10 hours, in Education for a Regents' Certificate at the completion of the Elementary Normal School Course must complete, in lieu thereof, 10 hours additional electives in academic subjects.

NOTE 4: The Education completed for the Rural School Certificate will count as part of the 22½ hours required for the Sixty Hour Course; but the student must elect additional academic or technical subjects in lieu of it.

NOTE 5: Candidates for this diploma who have completed four (4) units of English in a first class four-year high school, or a school of equal rank, are required to take one term (2½ hours) in college Composition, provided they make a grade of S (the grade given for medium work) or better. Those failing to make a grade as high as S in the first term's work must take a second term. Candidates presenting less than the maximum entrance requirement in English (4 units) must take two terms (5 hours) of college Composition.

NOTE 6: Specializing students in any academic department must elect a minimum of 15 hours in that department.

HIGH SCHOOL TEACHERS' DIPLOMA

THE NINETY (90) SEMESTER HOUR COURSE

This diploma signifies ability to supervise and teach in high schools. Students who have completed the work for this diploma will be recommended to teach the high school subjects in which the major work was done. See page 44. for entrance requirements and conditions.

Requirements:

Education	27½ hours
(Five hours in addition to that required in the Sixty-Hour Course.)	
English Composition	5 hours
A major subject	20 hours
Two minor subjects (ten hours in each)	20 hours
Electives	17½ hours
	90 hours

NOTE 1. Each student must select the major subject, with the approval of the department, some time during the *first year* of this course. After this has been done the entire course shall be under the *direction* of the department in which the major is chosen.

NOTE 2. Of the five hours in Education required in addition to that specified in the Sixty-Hour Course, two and one-half hours may be practice teaching, to be done under the supervision of the Training School; provided, that if no teaching be done before the last year of this course only seven and one-half hours may be required.

NOTE 3. Students who desire to prepare for Teacher-Training work in high schools will find it possible to conform to above requirements and secure qualifications. Such students must first secure approval of the head of the department of education.

BACHELOR OF SCIENCE IN EDUCATION

THE ONE HUNDRED TWENTY (120) SEMESTER HOUR COURSE

Entrance requirements and conditions are the same as in the Sixty and Ninety-Hour Courses.

Requirements:

Education (as in the 90-hour course)	27½ hours
English (as in the 90-hour course)	5 hours
A major subject	25 hours
A minor subject	10 hours
Electives	52½ hours
Total	120 hours

1. The major must be chosen with the approval of the department. After this has been done the entire course is under the *direction* of the department in which the major is chosen.

2. Students desiring to use science as a major may select the twenty-five (25) hours from two of the science departments.

3. Candidates for this degree may elect to specialize thruout *three* years in either academic subjects or in technical subjects as outlined in the Specializing Courses. See pages 49 to 51.

ADDITIONAL INFORMATION

1. No work will be accepted in the Advanced Normal School Courses that is not of college rank. All the diplomas issued for these courses are life licenses to teach in the public schools of Missouri.

2. All the subjects, both required and elective for the Advanced Normal School Courses, are indicated in brief outline under Departments of Instruction.

3. The term "semester hours" as used for these courses is the same as that employed by the North Central Association of Colleges and Secondary Schools and for the present a term of twelve weeks in an academic or educational subject shall be valued at 2½ hours. Technical subject requiring preparation shall be given the same value, and the technical subjects not requiring preparation shall have half credit (1¼ hours for a one term subject.)

TEACHERS' COURSES

The following Method Courses in such academic subjects as are taught in the public schools of Missouri are offered and are designated as Teachers' Courses.

Teachers' Course in Latin, Course No 101, Prerequisite 9 terms.

*Teachers' Course in History, Course No. 5, Prerequisite 2 years. (For Elementary Grades.)

Teachers' Course in History, Course No 110, Prerequisite 3 years. (For High Schools.)

Teachers' Course in Mathematics, Course No 7, Prerequisire 3 years.

*Teachers' Course in Reading Course No. 4, Prerequisite High School English.

*Teachers' Course in English, Course No. 5, Prerequisite High School English.

*Teachers' Course in Geography, Course No. 1, Prerequisite Elementary Normal Course.

*Teachers' Course in Nature Study, Course No. 9, Prerequisite, Elementary Normal Course.

Teachers' Course in Hygiene, Course No. 2, Prerequisite Elementary Normal Course.

NOTE: Only course with (*) may be elected by candidate for Regents' Certificate.

SPECIALIZING COURSES

Any student wishing to specialize in any department may do so with the consent of the President and the head of the department, under conditions as follows:

In all specializing courses as in the General Course the completion of the first two years' work (60 semester-hours) gives the diploma with designated ability to teach and supervise in the elementary schools and the completion of the three-year course (90 semester-hours) gives the diploma with designated ability as superintendent, principal, supervisor and teacher in high school.

Students desiring to specialize in the Sixty-Hour Course in the Technical Departments must meet the following requirements:

Education..... .....22½ hours
Technical subjects.....17½ hours
Academic Electives, see paragraph 1 below).....20 hours

1. The Academic Electives must include enough English to meet the minimum requirements as specified in Note 5, page 46. They may also include one Teacher's Course (2½ hours.)

2. All electives must be chosen with the advice of the head of the department in which the student is specializing.

3. Upon completion of any specializing course a student receives a diploma marked "special" in the major subject of the course completed.

4. Students are not permitted to take up Specializing Courses before entering the Advanced Normal School Course.

5. High school graduates and others whose credits admit them to the first year of the Advanced Course are required in every case to conform to the "General Requirements for the Advanced Normal School Courses."

6. Conforming to these General Requirements Specializing Courses in the Technical Departments have been arranged and are here given.

7. Specializing Courses in the Academic Departments are not published in this catalog, but can be had upon application to the heads of the departments.

COMMERCIAL COURSE

Students may elect Commercial Accounting Courses or Stenographic Courses as follows:

FIRST YEAR

Elementary Psychology	2 ½ hrs.
School Economy	2 ½ hrs.
Observation	2 ½ hrs.
The Elementary Course of Study	2 ½ hrs.
Teaching	2 ½ hrs.
Electives (Academic)	10 hrs.

Students may elect Commercial Accounting Courses or Stenographic Courses as follows:

Accounting

Penmanship	2 ½ hrs.
Bookkeeping	5 hrs.

Stenography

Shorthand	5 hrs.
Typewriting	2 ½ hrs.

SECOND YEAR

Principles of Teaching	2 ½ hrs.
Teaching	2 ½ hrs.
*History of Education	5 hrs.
Teachers' Course	2 ½ hrs.
Electives (Academic)	7 ½ hrs.

Accounting Course

Penmanship	1 ¼ hrs.
Bookkeeping	5 hrs.
Commercial Arithmetic	2 ½ hrs.
Typewriting	1 ¼ hrs.

Stenography Course

Shorthand	5 hrs.
Typewriting	1 ¼ hrs.
Commercial English	2 ½ hrs.
Penmanship	1 ¼ hrs.

THIRD YEAR

Education	5 hrs.
Shorthand	5 hrs.
Typewriting	2 ½ hrs.
Commercial Law	2 ½ hrs.
Public Finance	2 ½ hrs.
Commercial Geography	2 ½ hrs.
Electives	10 hrs.

*See note 2, page 45.

FINE ARTS DEPARTMENT

FIRST YEAR

Elementary Psychology	2 ½ hrs.
School Economy	2 ½ hrs.
Observation	2 ½ hrs.
Teaching (Art)	2 ½ hrs.
Brush and Pencil Sketching	1 ¼ hrs.
Comp. and Perspective	1 ¼ hrs.
Design	1 ¼ hrs.
Advanced Drawing	1 ¼ hrs.
Academic Electives	15 hrs.

SECOND YEAR

Principles of Teaching	2 ½ hrs.
*History of Education	5 hrs.
Teaching (Art)	2 ½ hrs.
Advanced Drawing	2 ½ hrs.
Commercial Design	2 ½ hrs.
Dress Design	2 ½ hrs.
Interior Decoration	2 ½ hrs.
Bookbinding (Advanced)	2 ½ hrs.
Elective in Education	2 ½ hrs.
Academic Electives	2 ½ hrs.
Teachers' Course in Drawing	2 ½ hrs.

THIRD YEAR

Education	5 hrs.
Cast Drawing	2 ½ hrs.
Special Problems	2 ½ hrs.
History of Painting	2 ½ hrs.
History of Architecture and Sculpture	2 ½ hrs.
Pen Sketching	2 ½ hrs.
Electives	15 hrs.

*See note 2, page 45.

SPECIALIZING COURSE IN HOME ECONOMICS

FIRST YEAR

Elementary Psychology.....2 ½ hrs.
School Economy.....2 ½ hrs.
Principles of Teaching.....2 ½ hrs.
English.....5 hrs.
Chemistry.....5 hrs.
Physics or Botany.....2 ½ hrs.
Food Preparation.....5 hrs.
Hand Sewing.....2 ½ hrs.
Drawing.....2 ½ hrs.

SECOND YEAR

*History of Education.....2 ½ hrs.
Sociology.....2 ½ hrs.
Elective in Education.....2 ½ hrs.
Teaching.....7 ½ hrs.
Methods in Home Economics....2 ½ hrs.
Machine Sewing.....2 ½ hrs.
Household Chemistry.....2 ½ hrs.
Bacteriology.....2 ½ hrs.
Elective in Home Economics....2 ½ hrs.
Elective.....2 ½ hrs.

THIRD YEAR

Education.....5 hrs.
Food Chemistry or
Organic Chemistry.....2 ½ hrs.
Dress Design.....2 ½ hrs.
Interior Decoration.....2 ½ hrs.
Academic Electives.....5 hrs.
Home Economics.....12 ½ hrs.

*See note 2, page 45.

SPECIALIZING COURSE IN INDUSTRIAL ARTS

Department of Education.....22½ hours
Industrial Arts.....17½ hours
Academic Electives (including a Teacher's Course).....20 hours

Total.....60 hours

SPECIAL MUSIC COURSE FOR SUPERVISORS

FIRST YEAR

Voice I (three terms).....2 ½ hrs.
Sight singing (two terms).....2 ½ hrs.
Methods I.....2 ½ hrs.
Elementary Psychology.....2 ½ hrs.
School Economy.....2 ½ hrs.
Principles of Teaching.....2 ½ hrs.
Academic Elections.....15 hrs.

SECOND YEAR

Harmony.....5 hrs.
Methods II.....2 ½ hrs.
Advanced Psychology.....2 ½ hrs.
*History of Education.....2 ½ hrs.
Teaching.....7 ½ hrs.
Teachers' Course.....2 ½ hrs.
Academic Electives.....5 hrs.
Elective.....2 ½ hrs.

THIRD YEAR

Harmony III.....2 ½ hrs.
Advanced Sight Singing
(two terms).....2 ½ hrs.
History of Music.....2 ½ hrs.
Orchestration.....2 ½ hrs.
Methods III.....2 ½ hrs.
Appreciation.....2 ½ hrs.
Electives.....15 hrs.

*See note 2, page 45.

Note 1: Three years of piano or violin are required in this course. However, some of the work may be made up after entrance.

Note 2: General Methods will be accepted for Method I in the Special Music Course.

SPECIAL PRIMARY TEACHERS' COURSE

FIRST YEAR		SECOND YEAR	
Principles of Teaching	2 ½ hrs.	Kindergarten Theory	5 hrs.
Educational Psychology	2 ½ hrs.	Kindergarten Teaching	2 ½ hrs.
Juvenile Literature	2 ½ hrs.	Primary Methods	5 hrs.
Principles of Language	2 ½ hrs.	Primary Teaching	5 hrs.
Nature Study	2 ½ hrs.	History Methods (Course 5)	2 ½ hrs.
Methods in Drawing	2 ½ hrs.	Methods in Physical Education	2 ½ hrs.
Methods in Music	2 ½ hrs.	Child Welfare	2 ½ hrs.
Methods in Industrial Arts	2 ½ hrs.	Electives	5 hrs.
History of Education	2 ½ hrs.		
History of Education	2 ½ hrs.		
Hygiene (General)	2 ½ hrs.		
Child Hygiene	2 ½ hrs.		

Graduates of four-year high school will need to take Elementary Psychology, School Economy and one-third unit each of Elementary Drawing and Elementary Music, all of which will be substituted for other subjects listed above. Where there are unavoidable conflicts such courses as the following will also be substituted: Sociology, Methods in Geography, Methods in Reading, Child Study, Biology, Methods in Arithmetic, and Home Nursing. *The Child Hygiene and Child Welfare courses overlap so that only one may be taken.* Substitutions and electives must always have the approval of the Superintendent of the Training School. Those who specialize in this work will be classified by him.

THIRD YEAR — SUPERVISOR'S COURSE IN GRADES

Sociology	2 ½ hrs.	Special Methods	2 ½ hrs.
Elementary Curriculum	2 ½ hrs.	Child Study	2 ½ hrs.
Supervision of Instruction	2 ½ hrs.	Art	5 hrs.
Teaching and Practical Supervision	7 ½ hrs.	Music	5 hrs.

As much as ten hours of academic work may be taken in lieu of the above prescribed courses. See course 13, page 82.

SPECIAL KINDERGARTEN — PRIMARY COURSE

NOTES. This course differs from the Special Primary course only in that five hours of Kindergarten teaching and 7½ hours of Kindergarten Theory are required. The electives will be made with due regard to the aims of the course. Some special work in vocal and instrumental music is considered a prerequisite to this course.

DEPARTMENTS OF INSTRUCTION

The courses of instruction are listed by departments, and arranged *alphabetically* as follows:

ACADEMIC DEPARTMENT

Agriculture, Physiography and Geography.
Biology.
Economics.
Education.
English Language and Literature.
French and Spanish.
History.
Latin.
Mathematics.
Physics and Chemistry.
Physiology and Hygiene.
Training School.

DEPARTMENT OF TECHNICAL SUBJECTS

Commerce.
Fine Arts.
Home Economics.
Industrial Arts.
Music.
Physical Education.

The courses which follow are divided into three groups: Elementary (high school rank), Junior College (first and second years of the 120-hour course), Senior College (third and fourth years of the 120-hour course.) Elementary courses are designated by Roman numerals. The Roman numeral in front of each Elementary course indicates the year in which it should be chosen. Junior College courses are designated by the Arabic numerals from 1 to 99. Senior College courses are designated by the numerals from 100 to 199.

AGRICULTURE, GEOGRAPHY, PHYSIOGRAPHY

MR. H. A. PHILLIPS, MR. DAVIDSON.

AGRICULTURE

Elementary Courses

AGRONOMY..... $\frac{2}{3}$ unit

Ia. *Soils:* $\frac{1}{3}$ unit. A study of the origin, classification and handling of soils. The essential plant foods, green manuring, fallowing, value and use of barnyard manures are studied. The commercial fertilizers are discussed in regard to their source and plant food content.

IIa. *Grain Judging:* $\frac{1}{3}$ unit. This course consists of a study of cereal grains and of sorghum, legume, and grass seeds, considering principally seed characteristics, purity, viability and market grades. Weed seeds and the common adulterants of farm seeds are identified and discussed.

ANIMAL HUSBANDRY..... $\frac{2}{3}$ unit

I*b*. *Stock Judging:* $\frac{1}{3}$ unit. This course includes the study of the leading types and breeds of horses, cattle, sheep and swine. About one-half the time is devoted to judging live stock. This is the fundamental course in Animal Husbandry.

II*b*. *Elementary Poultry and Dairying:* $\frac{1}{3}$ unit. The various classes, breeds and varieties of poultry will be studied. Judging poultry according to the "Standard of Perfection" will be emphasized. Dairy cattle, milk production, and milk products will constitute a part of the course. A short time will be devoted to explaining the materials and methods in poultry and dairy study for rural schools.

I*c*. PLANT PROPAGATION AND GARDENING..... $\frac{1}{3}$ unit

This course includes discussion of the principles and general methods of propagating plants by means of seeds, bulbs, cuttings, layers, grafting, budding; laboratory exercises and demonstration in propagating common fruits, flowers and shrubs; the location, selection of varieties, transplanting, cultivation, pruning and spraying of the home orchard, the planning and care of fruit, vegetable and flower gardens.

College Courses

1. CEREAL CROPS: $2\frac{1}{2}$ hours. (Prerequisite: Grain Judging, IIa.)

This consists of the study of the essentials of cereal crop production, including the methods of plant breeding, comparative judging and placing of the different varieties of wheat , corn, oats, rye and barley; system of cropping and crop rotation which are in operation on the Normal Farm, and the arrangement of agricultural exhibits.

2. FORAGE CROPS: $2\frac{1}{2}$ hours. (Prerequisite: Grain Judging or Cereals.)

This course comprises the study of forage and fiber crops with regard to their history, distribution, adaption, culture and uses. The perennial grasses are studied as producers of hay ahd pasture. Other forage crops, including rape, legumes, millet, sorghums and cereals, are studied as producers of hay, silage, soiling crops and green manure crops. Sheaf and mounted specimens of the forage crops will be studied in the laboratory, enabling the student to become familiar with the appearance, structure and identification of these crops.

3. SOILS: $2\frac{1}{2}$ hours. (Prerequisites: Chemistry, IV; Physics, III; Physiography, I.)

This includes a general analysis of soils; observations on the Missouri soil survey; physical, chemical, and biological nature of soils; general problems in soil management, such as application of lime, growing of green manuring crops, and the practice of crop rotation.

4. Milk Production: (Prerequisite: Stock Judging, Ib.).....2½ hours

This course deals with the production, testing and care of milk and milk products, the study of dairy cattle and the keeping of milk records. The laboratory work is emphasized.

5. Poultry Raising: (Prerequisite: Stock Judging, Ib.).....2½ hours

The economic importance of poultry, problems of location, buildings, poultry house fittings, feeding of poultry, egg production, grading and marketing poultry products, prevention of poultry diseases and practical poultry management are some topics discussed in this course. Judging varieties of the various breeds of several classes of poultry constitute about two-fifths of the course.

6. Feeds and feeding: 2½ hours. (Prerequisite: Chemistry, IV.)

This course treats of the comparative composition of plants and animals and the processes of nutrition; the composition and value of farm feeds, practical rations for domestic animals and the economical use of silage, soilage and pasturage.

7. Advanced Stock Judging.....2½ hours

Advanced work of the nature of Ib.

8. Fruit Production: 2½ hours. (Prerequisite: Biology, 7.)

Planting, cultivating, pruning, spraying, gathering and marketing orchard and small fruits; the management of the home orchards, preparation of spray mixtures and the use of spraying equipment.

9. Farm Management.....2½ hours

The purpose of this course is to assemble and correlate the principles involved in the agricultural subjects taught in the institution and to aid the student in applying these principles to the successful selection and management of a farm. The selection of a farm, types of farming, planning and arrangement of the farmstead, cost and methods of marketing farm products receive special consideration. Practice is given in studying market quotations and replanning farms with which the student is familiar. Prerequisites: Agriculture 1, 3, 4, 8.

10. Bacteriology: 2½ hours. (Prerequisite: Biology 2.)

The science of bacteriology is presented to the students as a fact of everyday life. In this subject only the simplest forms of life, consisting chiefly of the bacterial flora of the dairy products, soils and water are studied. The most important viewpoint from which the subject is approached is in respect to its practical application in agriculture, medicine, domestic science and sanitation.

11. Farm Life.....2½ hours

A composite course consisting of work in Agriculture, Home Economics, and Industrial Arts. It is designed for those who expect to teach in the rural schools.

12. Gardening.....2½ hours

This course deals with the production of vegetables for the home and the market. It consists of lectures, readings and laboratory exercises.

100. Animal Breeding: 2½ hours. (Prerequisite: Animal Husbandry, Ib.) A study of the types of the domestic animals with particular reference to the history, breeds, type, development and characteristics; discussions on reproduction, variation, heredity, selection, line breeding, cross breeding and methods of improvements; judging, management, and diseases of farm animals.

THE NORMAL DEMONSTRATION FARM IN CO-OPERATION WITH THE COLLEGE OF AGRICULTURE, MISSOURI UNIVERSITY

The Normal Demonstration Farm is in easy walking distance from the southeast corner of the Normal campus. At the present time the state owns thirty-six acres and rents sixty. This farm is well adapted to experimental and demonstration work, and it is fairly equipped with farm machinery for crop production. The general fields are used to illustrate the methods of crop production that should exist in the region of Warrensburg and for laboratory exercises.

The Agricultural Department emphasizes the raising of dairy stock, hogs and poultry. This department is well equipped for this work in the classroom and on the farm. The silo, ensilage cutter, cream separator, Babcock tester, the farm seeds, pure-bred stock and similar appliances greatly strengthen the dairy course.

A very important feature of the farm work is the close co-operation with the State College of Agriculture. The Normal Farm, in connection with the College of Agriculture, is carrying on co-operative demonstration plots of alfalfa, corn, wheat, oats, forage crops for hogs and in fruit planting. This co-operative demonstration work is carefully explained in circular No. 54 of the College of Agriculture and those interested in a thorough explanation should secure this circular. Every teacher and farmer should become familiar with the most profitable crops and how best to grow them. In fact, the field work is a very important part of our agricultural instruction. This hearty co-operation strengthens the Normal Agricultural course in such a way that it will be of much greater service to the people of Missouri.

GEOGRAPHY AND PHYSIOGRAPHY

Elementary Courses

I. PHYSIOGRAPHY.....1 unit

About two-thirds of this course will be devoted to the study of land forms and geographic processes. Considerable attention will be given to rock studies and the common agents disintegrating them. This phase of soil work is especially helpful to students of agriculture. The remaining part of the course will be a study of the atmosphere and water bodies. The relation of physical conditions to human interests will be emphasized throughout the course. Field trips and laboratory practice will supplement the recitation work.

III. RURAL SCHOOL GEOGRAPHY.....$\frac{1}{3}$ unit

This course is designed for students taking the Rural School Course, It will consist of a survey of the general field of geography, with particular reference to the rural schools. A consideration of home geography and an intensive study of the geography of Missouri will be given. Map making and other modes of expression will receive attention.

College Courses

1. METHODS IN GEOGRAPHY.....$2\frac{1}{2}$ hours

This course is open to first year students of the advanced course. It is intended for those who expect to teach in rural schools, grades in city schools, or who expect to supervise those who are teaching. It will consist of a study of methods, uses of maps, relation of geography to history, agriculture, and other subjects, a suggestive outline for home geography, a consideration of the conservation of the natural resources of the United States. Sutherland's "The Teaching of Geography" and Dodge and Kirchway "The Teaching of Geography in Elementary Schools" will be used as references.

2. PHYSICAL GEOLOGY.....$2\frac{1}{2}$ hours

This course is intended for students preparing to teach Physiography in high schools. Students are required to do field and laboratory work. Prerequisites: Physiography I, and Physics III.

BIOLOGY

MR. STEVENS.

ELEMENTARY COURSES

1. Elementary Biology.....1 unit

1*a*. ½ unit.

The relations of plants and animals to their surroundings and to each other; the nature of nutrition, growth and reproduction; physiological division of labor and differentiation; the economic importance of plants and animals.

1*b*. ½ unit.

A study of the microscope and of several types of animals, leading to a general view of the animal kingdom. A study of numerous types of plants leading to a general view of the plant kingdom. Much attention given to local species and their economic values.

1*c*. ½ unit.

Heredity, cell-division, eugenics; the biology of the human body; great biologists and their work.

COLLEGE COURSES

1. Botany.....2½ hours

A study of the ways in which plants adapt themselves to their environmental conditions, with special attention to seed-structure, morphology of seedlings, roots, stems, buds, leaves, food-storage, protoplasm, tropisms, and physiological processes.

2. Botany.....2½ hours

A study of algae, fungi, mosses, ferns, horsetails, and their allies. Special attention is given to forms of economic importance.

3. Botany.....2½ hours

A study of seed-plants with special attention to their structure, reproduction and evolution; ecology and plant-breeding. Special attention is given to local species.

4. Botany.....2½ hours

A study of the taxonomy of seed plants with special attention to the principles of classification, consisting of lectures, library work and laboratory work, and leading to a knowledge of the flora of western Missouri. This course covers the families of plants from the division Pteridophyta (Ferns and their allies) to the Rosaceae (the Rose family) inclusive; it is given each second summer, being offered in 1919, 1921, etc., alternating with Botany 5. Prerequisite: Course 1 or 3, or the equivalent.

5. Botany. A continuation of Botany 4, covering the natural families from the leguminosae (pea family) to the Compositae (Aster family) inclusive; it is offered in the summer term of the years 1918, 1920, etc., alternating with Botany 4. Prerequisite: Botany 1 or 3, or the equivalent of either.

6. Zoology.....2½ hours

A study of branches of invertebrate animals (excepting anthropoda), including a detailed study of one or more type of animals in each branch. The course consists of lectures, and work in the library, laboratory and field.

7. Zoology.....2½ hours

A study of insects and their allies, with special attention to economic relations and local forms.

8. Zoology.....2½ hours

A study of the branch chordata, including the study of a type of animal in each class; special attention is given to birds and mammals and to economic relations.

9. Nature Study.....2½ hours

A course to prepare teachers to teach nature study effectively, consisting of lectures, and work in the library, laboratory and field.

ECONOMICS

MR. MORROW.

Minimum requirements for work in this department is graduation from a first class high school. Courses in Economics should be taken in sequence.

1. General Economics.....7½ hours

A course intended to give the student a knowledge of economic organization and processes; an intelligent interest in economic questions and politics; the ability to think clearly, independently and fairly on politico-economic questions; and a desire to help secure economic justice. Ely's Principles of Economics is used as a text.

2. Economic History.....2½ hours

After a brief consideration of the Industrial Revolution in England, the greater portion of this course will be devoted to a study of the industrial development of the United States.

3. Economic Geography.....2½ hours

A study of the most significant geographical facts touching commerce and industry. Industrial influences will also be made prominent.

100. PUBLIC FINANCE.....2½ hours

A course dealing with the principles of taxation, public expenditures, public revenue (federal, state and local), and the proper relation of the state to industry. Prerequisite: Course 1, or its equivalent.

101. HISTORY OF ECONOMIC THOUGHT.....2½ hours

This course will consist chiefly of a careful examination of the writings of the most prominent economists from Adam Smith to the present, with the purpose of discovering the basis upon which has been builded the most satisfactory Modern Economic Theory and bettering present theory as a basis for future development. Prerequisite: Course 1, or its equivalent.

102. COMMERCIAL LAW.....2½ hours

This course is designed to give the student a knowledge of the fundamental rules that govern and underlie commercial transactions, thus enabling him to avoid legal complications and, in case of necessity, to know when to consult legal advice. The chief aim is to present in a clear and comprehensive manner the principles governing Contracts in General, Sale of Goods, Insurance, Credits and Loans, Contracts of Guaranty, Negotiable Instruments, Agency Partnership and Joint Stock Companies, and Real and Personal Property.

103. RURAL ECONOMICS.....2½ hours

This course deals specially with rural credits, land tenure, marketing problems, organization of rural social life and other special problems of rural economy. It is offered in the spring term only.

NOTE: Courses 3, 100 and 102 are required of students specializing in the Commercial Department. Course 103 is required of students specializing in Agriculture.

EDUCATION

MR. C. A. PHILLIPS, MR. HUDSON, MISS HUMPHREYS, MR. LOOMIS.

PSYCHOLOGY

1. ELEMENTARY PSYCHOLOGY.....2½ hours

This course is intended to give the student a general view of the processes by which we come to know and adjust ourselves to the world. The physiology of the nervous system and the sense organs is studied in their relation to mental phenomena. It should precede Training School work.

IV. RURAL SCHOOL PSYCHOLOGY.....⅓ unit

A special course in the fundamentals of Elementary Psychology adapted to the needs of rural school teachers.

2. Advanced Psychology.....2½ hours

This course is intended to enlarge the view obtained in Course 1. Emphasis is placed upon the relations of the fundamental principles of mental activity to the practical school work. Angell's Psychology will be used as a basis for the class discussions. Prerequisite: Course 1, or its equivalent.

3. Educational Psychology—Child Study.....2½ hours

This is a course of lectures, demonstrations and reports, dealing with the results of experimental methods as applied to educational problems. The class will be required to familiarize themselves with Kirkpatrick's Fundamentals of Child Study, Thorndike's Educational Psychology, in addition to preparing reports on monographs and the current literature. Prerequisite: Course 1.

4. Educational Psychology—Adolescent.....2½ hours

This course is intended for high school teachers, principals and superintendents. It treats of the accepted facts and principles of phychology that have a direct bearing opon the problems involved in the instruction of the youth. Educational problems that require statistical organization will be studied. Prerequisite: Course 1.

PEDAGOGY

III or IV. Rural School Management.....⅓ unit

Considerable time will be devoted to the consideration of the administration of the State Course of Study. Among the other important topics to be considered will be: The teacher, his qualifications, duties, and obligations to the children and community; school grounds, building and equipment; making the daily program; grading the school; school-room technique; school discipline.

IV. Rural School Methods.....⅔ unit

This course will take up the pedagogy of the common school branches in such a way as to meet the needs of the teacher in the one-room school. The first four years of school life will receive the larger share of attention. The methods and material for teaching reading, numbers, language and natural history will receive detailed consideration. The organization, alternation and correlation of these subjects will be fully discussed.

IV. Rural Life Problems.....⅓ unit

The purpose of this course is to give the teacher an appreciation of the special rural life problems with some knowledge to help in the solution of them. The more important topics to be considered are as follows: Personal hygiene; public hygiene; play and recreation; moral training; vocational education; boys' and girls' club work; the organization of the community for social and economic purposes.

5. School Economy.....2½ hours

This course is required of graduates of first class high schools. The following topics are treated: The location and construction of school buildings; organization and gradation of schools; problems of classroom management; the school board; the principal and special supervisors; the superintendent; the school and community.

This course is not open to graduates of Teacher-training Courses in high schools and to students who have completed Rural School Management.

6. Principles of Teaching.....2½ hours

Consideration will be given to essential principles underlying and determining the whole educative process.

Prerequisites: Psychology 1, and School Economy.

8. The Elementary Course of Study.....2½ hours

This course will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. Some effort will be made to show proper correlation and co-ordination among the subjects of the common school course of study.

Prerequisites: Psychology 1, and Pedagogy 5. This course is not open to graduates of Teacher-training Courses in high schools.

9. High School Problems.....2½ hours

This course will consider the history, aims and methods of secondary school teaching; also, the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and to prepare a term paper on the high school subject in which he is specializing.

10. History of Education.....5 hours

This work is required of all second-year advanced students pursuing the general 60-hour course. During the first term a detailed study will be made of Oriental, Greek, Roman and Medieval schools. The second term's work will consist of a special study of the great reformers during the modern period. The course will close with a brief study of modern school systems.

Prerequisites: Courses 1, 5 and 6.

11. History of Modern Elementary Education.....2½ hours

The whole purpose and scope of modern elementary education will be treated. The early Christian schools, the rise of the vernacular schools, the secularization of elementary education, the influence of some of our more important modern reformers on elementary school practices and present-day tendencies in elementary education will be taken up.

Prerequisites: Courses 1, 5 and 6.

Note: This course and 2½ hours' additional work in Education may be elected by students specializing in the 60-hour course instead of Course 10.

12. Educational Sociology.....2½ hours

This course consists of lectures, recitations and reports, and in a general way will consider the orgin and nature of society, and the fundamental social problems. Among those considered will be the family, the church, the state, the social aspects of industrial organizations and the social functions of the school.

13. Rural Sociology.....2½ hours

A critical study will be made of certain phases of the life of rural communities. An effort will be made to discover the limitations and opportunities of rural community life; and plans will be outlined for rural progress. The course will consider the Educational, Social, Economic and Religious institutional activities of rural communities.

Note: It may not be taken for credit by students who have credit in Rural Life Problems.

14. The Organization and Administration of Vocational Education .....2½ hours

The course is organized to meet the needs of those students who are specializing in the departments of agriculture and home economics under the Smith-Hughes Act. A brief study will be made of the historical developments of vocational education in Germany, France, England and the United States. Some detailed attention will be given to the problems as they are presented in connection with the application of the Smith-Hughes Law. Special emphasis will be put upon the organization and administration of courses to fit into Missouri conditions.

Prerequisites: Psychology 1, Pedagogy 5, 6 and 10 or 11.

100. Supervision of Instruction.....2½ hours

To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education. The second part will deal with some of the supervisor's important problems, such as: retardation of pupils; limitation of pupils; methods of promotion; vital school statistics; estimating the worth of a teacher. The course is open to principles, superintendents, and others preparing for the work of supervision.

Prerequisites: Courses 1, 5 and 6.

101. History of Education in Missouri.....1¼ hours

This course will include a detailed study of the history and organization of the various types of schools in the state; for example, elementary schools, secondary schools, normal schools, colleges and universities, and special schools. Some attention will be given to the supervision of schools as carried on by the County Superintendent and the State Superintendent. Missouri School Law will also receive considerable attention.

102. Modern School Systems.....2½ hours

The course will offer a somewhat detailed study of primary, secondary, higher, and professional education in Germany, France, England and the United States. A brief historical study will be made of each of the systems, but the larger emphasis will be put upon a comparative study of these systems as they are now working, with some attention to the marked educational tendencies of each.

103. Principles of Education.....2½ hours

A critical examination will be made of the more important problems of modern educational theory, such as the biological, psychological, ethical and sociological tendencies. The course will include lectures, class discussions and reports. The current pedagogical literature will be brought to the attention of the class.

104. Ethics.....2½ hours

The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined and the way in which different subjects of the curriculum may contribute toward moral development is considered.

105. School Surveys.....1¼ hours

The course will consist of a brief study of the methods of conducting surveys in cities and states. A number of typical city and state surveys will be reviewed in some detail. A careful study will be made of the more important standard school tests in reading, writing, arithmetic, language, etc., The course will be of special interest to County Superintendents, City Superintendents, and teachers of Teacher-Training Courses in High Schools.

106. Educational Tests and Measurements.....2½ hours

The course is a critical study of the literature on the standard tests and measurements for school problems. Considerable practice will be given in the application of these measures to ordinary school-room conditions. Prerequisites: Psychology 1 and 3, Pedagogy 5 and 6.

107. History of Education in the United States.....2½ hours

This course is planned to present in considerable detail the advancement and development of the Educational Institutions of the American people. The course will include a critical study of the elementary school and secondary schools. A brief discussion will be made of the problems of higher education in the United States. Special attention will be given to the problems of reorganization in our educational system.

Note: Courses 1, 5 and 8 are *not* open to graduates of Teacher Training Course in the high school.

ENGLISH LANGUAGE AND LITERATURE

MR. COULTER, MISS BALL, (on leave of absence) MR. MARTIN, MISS TODD, MR. PARKER.

ELEMENTARY COURSES

I. First Year English.....1 unit

This is a course in literature, in written and oral composition and in grammatical analysis, covering the work of three terms. The reading is from Irving, Longfellow, Dickens, Franklin, Scott, and Goldsmith. In the composition work emphasis is placed upon oral and written themes in brief narrative form. The work in analysis is done in connection with the themes and is intended to show the student his weakness in expression, and effective methods of correction.

I*a*. Oral English.....$\frac{1}{3}$ unit

Optional in the third term of the first year or first term of the second year for those whose written work has been satisfactory.

II. Second Year English.....1 unit

Reading of four to six authors each term; narrative, descriptive, and expository devices studied. Considerable work in oral composition. Themes in the form of story, description, and criticism of authors read.

III. Third Year English.....1 unit

This course continues the work of Courses I and II. The reading for this year will be in biography, and in English and American authors.

III*a*. Oral English.....$\frac{1}{3}$ unit

Optional in the last term of the second year or in the third year for those whose written work has been satisfactory.

IV*a*. American Literature.....$\frac{2}{3}$ unit

Courses I, II and III, prerequisites. This course presents the American writers not only as artists and producers of literature, but also as thinkers and leaders of thought in their times. It is an introduction to the history of the development of culture in America.

IV*b*. Rural School Methods in English.....$\frac{1}{3}$ unit

JUNIOR COLLEGE COURSES

1. Composition.....$7\frac{1}{2}$ hours

The aim of the course is to give reasonable knowledge of correct English idiom and to present methods for conducting composition classes.

2. JOURNALISM.....2½ hours

This course is open to those who have completed the required composition work. The class in journalism issues the Normal Student. The members get drill in newspaper work of various kinds, and a type of experience which will be of value to them if they are called upon to supervise a school paper.

Note: The required work in composition is prerequisite to Course 2 and to all the following courses in English.

3. HISTORY OF ENGLISH LITERATURE.....7½ hours

This course has to do with the literary movements in English literature from the earliest times to the close of the nineteenth century. The course aims to be supplementary to the high school course in English literature. This course should be elected before other college courses in literature. It is desirable to elect the terms of this course in the order named. (a) 450 to 1660; (b) 1660 to 1832; 1832 to the present time.

4. METHODS IN READING.....2½ hours

This course will deal with methods of teaching reading in the elementary grades. Practice will be given in oral reading, dramatic reading, oral reproduction of stories, and dramatization. The work will be designed to meet the needs of those who intend to teach or supervise in the elementary schools.

5. PRINCIPLES OF LANGUAGE.....2½ hours

This course presents a brief review of the history of the English language, a study of the psychology of language and language teaching, and a discussion of language and composition in the schools. During the summer term the course will give special work of interest to teachers of grammar and composition in the upper grades and the high school.

6. ORIGIN AND DEVELOPMENT OF THE MODERN DRAMA.....2½ hours

The development of the liturgic drama in England until its decline in the sixteenth century. The development of the Elizabethan drama from the dramatic prelusions of the Masters of the Chapel Royal.

7. SHAKESPEARE.....2½ hours

Prerequisite: Course 3, or its equivalent. The purpose of this course is to give the student a knowledge of Shakespeare's dramatic power. Several plays will be read intensively. Others will be assigned for reading out of class.

8. MILTON.....1¼ hours

Milton will be studied in relation to his time. Special attention will be paid to the group of minor poems. "Paradise Lost" and "Paradise Regained" will also be studied. Enough of Milton's prose will be read to familiarize students with his prose style and to acquaint them with his ideas of religion, politics and government.

9. Victorian Poets.....2½ hours

A close study of the characteristics of the literary movement which centers around the middle of the nineteenth century.

10. Nineteenth Century Prose.....2½ hours

A course parallel to the Victorian Poets course, presenting the chief prose writers of the period.

11. The English Novel.....2½ hours

This course will be offered in two terms; credit 1¼ hours each term. It will present a rapid review of the history of the English novel, with special emphasis upon the growth of fiction literature during the nineteenth century.

12. American Poets.....2½ hours

This course is intended to supplement the high school work in the American literature and give a broader knowledge of the greater American poets.

13. American Prose.....2½ hours

This course is parallel to the American Poets course and presents a review of the development of nineteenth century American thought as expressed by our chief prose writers.

14. Juvenile Literature.....2½ hours

This course emphasizes: (1) Familiarity with various types and grades of literature for children. (2) Principles of selection of children's books. (3) Methods of presentation.

15. The Short Story.....1¼ hours

A rapid reading of the characteristic short stories of the past and the present. Emphasis upon the structure of short story and upon principles of selection.

SPECIAL COURSES IN ORAL ENGLISH

16. Beginning Reading.....2½ hours

It is the object of this course to make better teachers of reading by making teachers better readers. Selections used are mostly complete classics such as are recommended by the State Course of Study for the higher grades. The student is taught to analyze these selections for their literary value, and interpret them vocally.

17. Advanced Reading.....2½ hours

This course seeks to develop appreciation of literature and gives practice in its oral interpretation. The selections studied vary widely. They are read in class, committed, and delivered from the platform.

18. PUBLIC SPEAKING.....2½ hours

It is the aim of this course to give instruction in the principles essential to both vocal and physical expression. Exercises are given to develop correct breathing, to improve the voice, and to secure good stage presence. Selections are committed and delivered from the platform, and informal discussions of current topics are required.

19. THE SHORT SPEECH.....2½ hours

The delivery of short extemporaneous speeches is the chief feature of this course. The student is required to submit an outline of each speech before it is delivered. The object of this course is to give the student practice in the preparation and delivery of shortaddresses on special occasions such as occur in the experience of every teacher.

20. INTERPRETATION OF THE DRAMA.....2½ hours

Plays are studied in class and presented on the classroom stage. The problems of grouping, costuming, and make-up are considered. One public performance will be given each quarter. The plays used will be chiefly modern.

21. INTERPRETATION OF POETRY.....2½ hours

Tennyson, Browning, Early American Poets, Late American Poets. This course seeks to develop a keen appreciation of poetry by means of oral reading. Platform readings from memory will be a feature of the course.

22. THE ORATION.....2½ hours

A course in the structure, building and delivery of the oration. The great British and American orators and their works are studied. Each student is required to prepare and deliver one oration of two thousand words. It is advisable that all candidates for the oratorical contest should take this course. Prerequisite: The course in Public Speaking, or its equivalent, and considerable work in Composition.

23. DEBATE.....2½ hours

This course gives practice in debating and in the preparation of briefs. Students who plan to enter the inter-society debate contests or to try for the inter-state debate teams should elect this course.

SENIOR COLLEGE COURSES

100. WORDSWORTH AND THE LAKE POETS.....2½ hours

Special attention is given to the influence of the economic and social theories of the late eighteenth century upon the poets.

101. TENNYSON.....2½ hours

A reading of the Idylls of the King, and In Memoriam, along with many of the shorter poems. The object is to show Tennyson as an interpreter of the thought and life of the England of his time.

102. Browning.....2½ hours

The more significant of his poems are read in the order of their writing, and an attempt is made to present something of the development of Browning's ideas and literary methods.

103. Principles and Criticism.....2½ hours

This course presents the current theories of aesthetics and applies them to the educational questions involved in the selection and presentation of literature in the schools. It is especially designed to meet the needs of high school teachers of literature.

104. Contemporary Literature.....2½ hours

Reading in the characteristic American and European fiction, essay, poetry and drama of the past twenty years.

105. The Epic.....2½ hours

A comparative study of the various epics, with special stress on the English epics.

FRENCH AND SPANISH

MISS HARRIS.

1. Elementary French.....1 unit or 7½ hours

a. First Term. 2½ hours. Méras Le Premier Livre, Lessons I-XXXV.

b. Second Term. 2½ hours. Méras Lessons 36-60. Reading Bruce's Lectures Faciles and Labiche's Le Voyage de M. Perrichon.

c. Third Term. 2½ hours. Méras Le Second Livre, Lessons 1-60 Reading Daudet's La Belle Nivernaise.

2. Intermediate French.....7½ hours

a. First Term. 2½ hours. Composition and conversation. Reading Daudet's Tartarin de Tarascon and Beaumarchais' Barbier de Seville Prerequisite: Course 1.

b. Second Term. 2½ hours. Composition, conversation and dictation. Reading Moliere's L'Avare and Le Malade Imaginaire.

c. Third Term. 2½ hours. Composition and conversation. Reading Hugo's Les Miserables and Sand's La Petite Fadette. Dumas' Les Trois Mousquetaires is read outside of class and a resume of it written in French.

3. French Since Sixteenth Century.....7½ hours

Prerequisite: Course 2. Selections are read from Corneille, Moliere, Racine, Madame de Sevigne, Voltaire, Hugo, De Vigny, and Rostand.

More advanced courses in French will be given if there is sufficient demand.

1. First Year Spanish.....7½ hours

1*a*. Hall's All Spanish Method 1-50.

1*b*. Hall's All Spanish Method completed. Francois and Fuentes Trip to Latin America—Lessons 1-20.

1*c*. Francois and Fuentes Trip to Latin America completed.

2. Second Year Spanish.....7½ hours

Reading, conversation and composition.

HISTORY

MR. M'CLURE, MISS RUNYON, MR. BASS, MISS JANNEY.

ELEMENTARY COURSES

I. Ancient History.....⅔ unit

a. *The Orient and Greece.* ⅓ unit. A study of the development of organized governments, industries, manners and customs of the life in the Nile and the Tigris-Euphrates valleys. The essentials of the history of Greece with special emphasis upon the cultural and social phases.

b. *Rome.* ⅓ unit. The essentials of the history of Rome and the beginnings of the Barbarian Kingdoms. Special attention is given to the social and economic development.

II. Medieval and Modern History.....1 unit

(Prerequisite: Course I.)

a. *Medieval.* ⅓ unit. The work is based on Robinson's Western Europe and Readings in European History. It covers the beginnings of European nations, the growth of Christianity and ecclesiastic control, and the period of the Crusades and explorations.

b. *Modern History* to the French Revolution. ⅓ unit. The Feudal system, the Renaissance, the development of towns, and the period of the Reformation will be fully treated.

c. *Modern History* to the Present Time. ⅓ unit. The French Revolution, the growth of the kingdom of Italy and the German empire, the industrial revolution of the last century and the history of recent times will be studied.

III. English History.....⅔ unit

(Prerequisite: Course I.)

a. *The Development of the English Nation.* ⅓ unit. The growth of national unity and the development of absolute monarchy are traced from the beginnings through the early Tudor period.

b. *The Empire of Great Britain.* ⅓ unit. The growth of the spirit of democracy, of territorial possessions, of trade and industrial expansion are followed to the present time.

*IV. American History and Government.....1 unit

(Prerequisite: Courses I and II or I and III.)

a. Colonies and Nation. $\frac{1}{3}$ unit. This course, which extends to about 1830, considers the colonial period briefly and emphasizes the formation and growth of the new republic as a nation.

b. Division, Reunion and Development. $\frac{1}{3}$ unit. The periods of disunion and reconstruction are followed by a study of the political and industrial development extending to the present time.

c. Government of the State and Nation. $\frac{1}{3}$ unit. An analysis of the structure and working of government in state and nation.

*Prerequisite does not apply to students taking the rural school course, providing they are electing Latin or a modern language.

JUNIOR COLLEGE COURSES

1. European History.....7½ hours

a. Advanced European History. 2½ hours. A study of Medieval Institutions and the Reformation from the sources and extended histories. Prerequisite: Medieval and Modern History.

b. Advanced European History. 2½ hours. Periods of the Reformation and the French Revolution. Sources and library references used in the preparation of topics and papers.

c. Nineteenth Century History. 2½ hours. The development of industrial, social and political Europe during the last century is the subject of this course.

2. Ancient History.....7½ hours

a. History of the Hebrew People. 2½ hours. A study of the life and institutions of this peculiar people, with special reference to their influence upon modern civilization.

b. The Mediterranean World From Alexander to Caesar. 2½ hours. This course is intended for high school teachers of history and for students interested in gaining a broader view of ancient history. It will deal with the civilization and political experiments of the Greeks and Romans.

c. The Roman Empire. 2½ hours. A course for teachers of history in high schools and students interested in a broader study of the first great European empire. It will deal with the chief events from Caesar to Charlemagne.

3. American History.....7½ hours

a. Colonial History. 2½ hours. This course, extending to 1763, gives particular attention to the beginning and growth of settlements, and to the development of colonial government. In addition to lectures and textbooks, collateral reading and topics will be required.

b. Formation of the Union. 2½ hours. This course extends to about 1830, and emphasizes the formation and development of the Union. As far as possible, source material will be used. Lectures, quizzes and topics.

c. The Civil War and Recent Development. 2½ hours. Stress is placed upon the Civil War, Reconstruction and recent political, social and industrial problems.

4. The History of Missouri.....2½ hours

A study of local and state history. The settlement, types of people, constitutional development, and importance of Missouri in the great national movements are emphasized. Special treatment of the social and industrial conditions.

5. Methods of Teaching History in the Grades.....2½ hours

This course will include subject matter and methods for the study of history in the grades. Special attention will be given to the use of illustrative material, devices for impressing facts and methods of organizing these in an orderly way.

SENIOR COLLEGE COURSES

101. English Constitutional History.....2½ hours

A study of the present government of the English people, including political parties and party organization.

102. Government of the United States.....2½ hours

A study of local, state and national government. The machinery of government is considered, but emphasis is given to the function of government under American conditions.

103. Governments of Europe.....2½ hours

A comparative study of the governments of Eurpoe. France and Germany are used as a basis for comparison and for studying the life of the people with reference to new ideas of government.

104. Era of the Renaissance.....1¼ hours

Treats of the Italian City republics, the new learning and art and the church and her enemies.

105. Era of the Reformation.....1¼ hours

Emphasizes the Saxon revolt, and the Reformed Church movements.

106. Current History.....2½ hours

A study of the present political and social movements in the light of historic development. Special attention will be given to the war situation.

107. History of Latin America.....2½ hours

A study of the political, social and economic conditions of the South American countries as revealed in their history.

108. History of the West.....1¼ hours

This course will treat of some of the problems arising from the expansion of the United States west of the Alleghenies.

109. Recent American History.....1¼ hours

This course treats of the period from 1877 to the present time, and emphasizes social and industrial problems.

110. Methods in Teaching High School History.....2½ hours

A course designed for students who major in history and expect to teach history in high school.

LATIN

MISS CARTER.

ELEMENTARY COURSES

I. Beginning Latin.....1 unit

a. First Term. Lessons 1-26 in D'Ooge's Beginning Latin.

b. Second Term. Lessons 26-58 in D'Ooge's Beginning Latin.

c. Third Term. D'Ooge's Beginning Latin completed.

Outlines of Latin Grammar, published by the department, are used thruout the year.

II. Caesar and Prose Composition.....1 unit

Attention thruout this course is given to syntax and to sentence structure. Allen & Greenough's Caesar. Bennett's Grammar.

a. Twenty-five lessons in Abbott's Prose Composition. Book II.

b. Book I.

c. Books III and IV.

COLLEGE COURSES

1. Advanced Latin Grammar and Prose Composition.....5 hours

The writing of illustrative Latin sentences continues thruout both terms. Jones' Latin Prose Composition, Bennett's Latin Grammar. Prerequisites: Courses I and II.

a. A thoro study of forms and their development; the syntax of the verb.

b. The syntax and classification of the noun and pronoun.

2a. Sallust's Jugurtha.....2½ hours

A finished English translation is required, together with a study of the peculiarities of Sallust's style. Chase & Stuart's Sallust. Prerequisite: Course 1.

2b. Sallust's Catiline.....2½ hours

Prerequisite: Course 1.

3. Cicero's Orations Against Catiline and for the Poet Archias...5 hours

A detailed study of Cicero's style, sentence structure and syntax, also of his life and character. D'Ooge's Cicero. Prerequisite: Course 1.

4. Vergil's Aeneid.....7½ hours

a. Book I with a detailed study of scansion, syntax and figures.
b. Books II, III and IV.
c. Books V and VI, with a study of the entire poem as a literary classic. Comstock's Vergil.

5. Cicero's Essays.....5 hours

a. De Senectute.
b. De Amicitia.

100. Tacitus.....5 hours

a. Germania.
b. Agricola.

101. Methods in Teaching High School Latin.....5 hours

A careful examination of the reasons for keeping Latin in the curriculum; an examination of various textbooks for high school use; a detailed study of lesson development.

a. First Year Latin and Caesar.
b. Cicero and Vergil.

MATHEMATICS

MR. SCARBOROUGH, MISS KENNEDY, MR. URBAN.

ELEMENTARY COURSES

I. Elementary Algebra.....1 unit

This includes the mathematics given during the first year, and is intended for those who have finished the eighth grade or rural school course.

a. This includes the ordinary operations of addition, subtraction, multiplication and division, together with some practice in the use of the simpler equations.

b. Factoring and its applications to the simpler quadratic equations, fractions, linear equations involving two unknown, and fractional equations of the first degree.

c. Reviews and extension of work in the topics given in Ia, with special reference to literal notation, square root, radicals, simpler forms of quadratic equations, including one and two unknowns.

II. Plane Geometry.....1 unit

a. Rectilinear figures and circles.

b. Proportion, similar figures, and areas.

c. Regular polygons, areas of circles, and the practical application of plane geometry.

Required of all students. Prerequisite: Elementary Algebra.

III. Methods in Arithmetic.....$\frac{1}{3}$ unit

This course is designed for persons who have taken one year of algebra. The use of the equation should be understood in order to appreciate the methods of solving problems in arithmetic. The laboratory is used constantly in this course.

IV. Third Year Mathematics, Algebra.....$\frac{2}{3}$ unit

Special attention will be given to the more advanced phases of the topics studied in Course I. Prerequisites: Elementary Algebra and Plane Geometry.

IV*a*. Equivalent equations, simultaneous equations, graphical representation, theory of exponents, radicals, quadratic equations in one unknown.

IV*b*. Theory of roots of quadratic equations, quadratic equations in two unknowns, ratio and proportion, inequalities, logarithms, some work in a few simple series and the binomial theorem.

COLLEGE COURSES

1. Solid Geometry.....$2\frac{1}{2}$ hours

The laboratory method will be used in much of this work. The topics usually given in a course in Solid Geometry will be included.

Prerequisites: Elementary Algebra and Plane Geometry.

2. Plane Trigonometry.....$2\frac{1}{2}$ hours

Much practical work will be done in connection with this course. The laboratory is supplied with a good transit and other apparatus for making all necessary measurements.

Prerequisites: Same as in Course 1.

3. Analytical Geometry.....5 hours

The purpose of this course is to give the pupil the geometrical interpretation of Algebra. This subject is necessary in order to appreciate the true meaning of the graph in elementary algebra.

Prerequisite: Course 2.

4. College Algebra.....$2\frac{1}{2}$ hours

This course is designed as a preparation for higher work in mathematics, and special attention will be given to a discussion of series.

5. Theory of Equations.....2½ hours

This will include Determinants as well as the Theory of Algebraic Equations. Prerequisite: Course 3 or 4.

6. Calculus.....5 hours

a. Differential Calculus and its application.
b. Integral Calculus and its application.

7. Teachers' Course in Mathematics.....2½ hours

This course includes a discussion of the teaching of arithmetic, algebra and plane geometry, as required in the usual high school course. The *correlation* of subjects and laboratory methods form an important part of the course.

8. History of Mathematics.....2½ hours

This course includes the study of the development of the various topics included in the ordinary high school course, together with a study of some of the men who have contributed largely to the development of the Science of Mathematics.

9. Astronomy.....2½ hours

This includes both descriptive and mathematical Astronomy. The course is open to high school graduates.

10. Surveying.....2½ hours

Much field work with the compass, level and transit will be required. Prerequisite: Course 2.

11. Industrial Mathematics.....2½ hours

This course will include various applications of Mathematics in the several industrial pursuits. Pupils should have a thoro knowledge of high school mathematics before electing this cause.

PHYSICS AND CHEMISTRY

MR. MORRIS, MR. FOSTER.

Physics.

ELEMENTARY COURSES

III. Elementary Physics.....1 unit

The first third deals with fundamental units of measurement, force, motion, work, energy, simple machines, pressure of liquids and gases and some fundamental properties of matter. The second third deals with heat, sound and light. The third part deals with electricity.

The aim is to teach the principles of physics and to show how they are virtually related to the common daily activities of the student. The laboratory work (two hours weekly) is thoroly practical.

NOTE: One class in elementary physics will be offered each term for students of the Rural School Course. It will aim to train the student in observing and interpreting his physical environment. Special attention will be given to elementary household and farm physics.

COLLEGE COURSES

1. GENERAL PHYSICS.....7½ hours

This course is open to graduates of first class high schools, who have had no work in physics. It is also open to those who have completed high school physics. It aims to give a broad outline of the essentials of physics because of the intrinsic value of the subject-matter, and because of the contribution physics has made to the method of arriving at truth. Prerequisite: Graduation from a first class four year high school, or the equivalent. Kimball's General Physics is used as a text.

2. MECHANICS.....2½ hours

This course will deal with vibrating bodies, attraction, moment of inertia, elasticity and various topics in mechanics of fluids. Some attention will be given to applied mechanics. Prerequisites: Physics, III, and plane trigonometry.

3. ELECTRICITY AND MAGNETISM.....7½ hours

3a. Direct Currents. 2½ hours. This part of the course will deal with direct currents and appliances for generating and utilizing them. Special attention will be given to direct current generators and motors. Prerequisites: Elementary electricity.

3b. Alternating Currents. 2½ hours. This course will deal with alternating currents and appliances for generating, transforming and utilizing them. Electric oscillations and wireless telegraphy will also be taken up. Prerequisites: Elementary electricity and trigonometry.

3c. The Nature of Electricity. 2½ hours. This course will deal with the nature of electricity and the relation of electricity and matter. The work of the past twenty years dealing with conduction of electricity thru gases, cathode rays, X-rays, etc., will be considered. Prerequisites: Elementary electricity.

Note: While it is preferable to take these three courses in sequence, each is a unit in itself and may be taken without the other two.

4. HEAT.....2½ hours

The essential things in this course are nature of heat, conduction, radiation, and thermodynamics. Thermometry, calorimetry and change of state will also receive some consideration.

101. History of Physics.....2½ hours

The aim of this course is to familiarize teachers of high school physics with the order of development of the various branches of the subject. Cajori's History of Physics will serve as a guide. Selected chapters from such works as Whewell's History of the Inductive Sciences and Benjamin's History of Electricity will form valuable collateral reading. Prerequisite: Course 1 or the equivalent. This course is given by correspondence only.

CHEMISTRY.

ELEMENTARY COURSE

III or IV. Elementary Chemistry.....1 unit

Given as first third, second third, and third third, in three respective quarters, with ⅓ unit credit for each course. The chemistry of common things is emphasized in this course; however, chemical theory dealing with symbols, atoms, molecules, formulas, valence, gas laws, etc., is introduced and applied in an elementary way. Laboratory two hours per week.

COLLEGE COURSES

1. General Chemistry.....7½ hours

1*a*. Common gases and compounds dealt with. Chemical theory concerning gases, solutions, equations, ionization, valence, etc. McPherson and Henderson's College text and manual. Laboratory work follows McPherson and Henderson manual, in general. Prerequisite: Graduation from a first class high school.

1*b*.....2½ hours

Study of sulphur and compounds, chlorin family, carbon and its compounds, flames, fuels and gases, silicon family, phosphorus and its compounds, and a further study and application of chemical theory. Laboratory two hours a week. Prerequisite: 1a.

1*c*.....2½ hours

Deals with common metals such as copper, mercury, iron, sodium, potassium, silver, etc., and their important common compounds, preparation and uses. Laboratory two hours a week. Prerequisite: 1b.

2. Qualitative Analysis.....5 hours

2*a*. The lectures of the course deal with the chemistry of analytical reactions, and special attention is given to the development and application of laws of equilibrium and solution. The laboratory work and recitation work will require approximately two hours per day. The laboratory work deals with methods of separation and detection of the common metal ions. Steiglitz text and manual. Prerequisite: Course 1. Credit 2½ hours.

2*b*. Continuation of course 2a. In addition to metal ions acid ions are dealt with. Laboratory 8 hours a week and two lectures a week. Prerequisite: 2a. Credit 2½ hours.

3. General Household Chemistry.....2½ hours

Applications of chemistry in the home, chemistry of cooking, cleaning, detection of food adulterants, and preservatives, baking powders, sanitation, bleaching, dying, textiles, fuels, etc. Emphasis is placed on laboratory work. Prerequisite: Chemistry 1, or its equivalent.

4. Industrial Chemistry.....2½ hours

Among topics considered are the separation of metals from their ores, preparation of glass, lime, cement, steel and other useful substances, and the purification of drugs and chemicals. Thermochemistry, electrochemistry, photography, welding, etc., are dealt with. This is particularly a laboratory course. Prerequisite: Chemistry 1, or the equivalent.

5. Agricultural Chemistry.....2½ hours

This course deals with foods, fertilizers, soils, decay, preservatives, insecticides, etc. Prerequisite: Course 2.

6. Chemistry of Foods and Textiles.....2½ hours

Composition and properties of carbohydrates, fats, proteins, and organic acids, and their adaption to the animal body. Food analysis and the chemistry of the common textiles. For students in Home Economics and Agriculture. Prerequisite: Chemistry, 1.

GENERAL SCIENCE

I. General Science.....1 unit

It aims to furnish a fund of information that is applicable to every day living, to train the student in observing and interpreting his environment, to lay a foundation for future science study and to acquaint the student with the method of science which is so widely used in all fields of inquiry. The project method will be used extensively, and the problems selected will be physical and biological.

102. General Science Teachers.....2½ hours

General Science has been widely adopted by the high schools during the past two years. Because of this, there is a great need of teachers in this subject. This course is offered to meet this need. It will deal with the following: The science movement during the past twenty years; the need of General Science in the high school; the method of presenting it; the content of a high school course in General Science; laboratory experiments and equipment; a critical study of three of the best texts. Prerequisite: Twenty hours of science.

PHYSIOLOGY AND HYGIENE

*MR. WALTERS

ELEMENTARY COURSE

III. PHYSIOLOGY.....$\frac{1}{3}$ unit

This is a general course equivalent to the physiology offered by the best high schools. The work includes five recitations per week and one laboratory period.

COLLEGE COURSES

1. ADVANCED PHYSIOLOGY.....$2\frac{1}{2}$ hours

General view of the subject; Physiology of muscular system, nervous system, and the special senses. Laboratory work. Prerequisite: Elementary physiology.

2. TEACHERS' HYGIENE.....$2\frac{1}{2}$ hours

The various agencies, exercises, massage, posture, food, clothing, bathing, sleep, and outdoor life—thru which health may be controlled, are considered with special reference to the life and work of the teacher. The course is practical, each student being urged and helped to put his health on a higher plane. To this end considerable time is given to *corrective hygiene*, for in the removal of bodily defects and weaknesses are eliminated *causes for worse conditions and of disease.* Partly as an aid in the personal work and partly to determine what progress has been made, two physical examinations, one at the beginning and the other at the close of the term, are given. Prerequisite: A knowledge of physiology.

3. CHILD HYGIENE.....$2\frac{1}{2}$ hours

The purpose of this course is to develop an intelligent interest in the physical well-being of the child and to equip teachers with knowledge necessary for guarding the pupil's health and for assisting in his development. The following topics will receive due consideration: The schoolroom environment; the detection and removal of bodily defects and weaknesses; mouth hygiene, tests for sight and hearing, detection of beginnings of diphtheria, scarlet fever, tonsilitis, and other infectious diseases. This course is *not open* to students who have elected the course in Child Welfare. See page 82. Prerequisite: Hygiene, Course 2.

*On leave of absence during the Fall Term.

TRAINING SCHOOL

MR. CRISSMAN, MISS SELF, MISS RICHARDS, MISS ARNETT, MRS. NORTH, MISS LONG, MISS SCOTT, MISS WALLACE.

Three things are necessary in the preparation of a teacher. (a) Academic knowledge. (b) Professional Principles. (c) Skill in the application of these principles. To give the last is the function of the Training School.

In the Training School the student-teacher has an opportunity to begin his teaching under the direction of a judicious and sympathetic critic. Thus he is enabled to escape many of the mistakes of the untrained teacher and to fix good methods of instruction and government.

The supervisors of the Training School are selected because of their special fitness for directing the work of students and teachers in their respective grades. Nothing is done that in any way tends to hamper the individuality of the teacher. On the contrary, every effort is made to give full play to the teacher's originality. We do not wish teachers to have the indelible impress of this institution upon them as distinct from all others. On the contrary, the plan is to develop resourcefulness and adaptability in the teachers.

As far as possible, all Training School teachers are required to have a term of observation, criticism and plan writing, so that they know what good teaching is and can write a good lesson plan before they actually take charge of a class thus avoiding all mere "practice teaching."

The Training School consists of the high school, grammar, intermediate, primary and kindergarten departments; and students are assigned to teach in departments best suited to their needs.

Note. 1: As soon as students in the advanced course complete the first year of college work they must register with the Superintendent of the Training School for "teaching" else they forfeit their right to the privilege mentioned in Note 2 below.

Note 2: Students in the sixty hour course who offer themselves for teaching each term of the second year and cannot be assigned classes shall, after having had two terms of actual teaching, be excused from the third term of teaching with privileges of taking 2 ½ hours of free electives.

Note 3: No credit shall be given for teaching experience gained by a teacher receiving a salary. If, in the judgment of the Superintendent of the Training School, a teacher with three or more years of experience can with greater profit take some course other than the third term of teaching she may be excused from such teaching, and be required to elect two and one-half (2 ½) hours of professional or academic work.

1. ELEMENTARY TEACHING.....$\frac{1}{3}$ unit or $2\frac{1}{2}$ hours

This is a course in observation, criticism, plan writing and such teaching as opportunity affords. The Superintendent and all Supervisors will teach illustrative lessons. The range of subjects taught will comprehend practically all of the work offered in grades one to eight, inclusive. All lessons will be discussed under the direction of the Superintendent, and each student-teacher will be required to write plans for teaching of such lessons. This course is required of all candidates for the Regents' Certificate and the Rural School Certificate. It counts as one of three terms of required teaching. Prerequisites: Elementary Psychology and School Economy.

2. ADVANCED TEACHING.....2½ hours

This is a course in teaching in one of the departments of the Training School. Every lesson taught must have careful preparation.

A written plan must be submitted to the Supervisor for criticism before the recitation. Practically every class exercise will be observed and criticised by the Supervisor. It is required of all students for the Sixty Hour Diploma, and must be taken during the first term of the second year of the advanced course. Prerequisites: Elementary Psychology, School Economy, Principles of Teaching.

3. ADVANCED TEACHING.....2½ hours

This course is a continuation of Course 2. It is required of all candidates for the Sixty Hour Diploma. Prerequisite: Course 2.

4. PRIMARY METHODS.....2½ hours

This course is offered for those who are taking the special primary work and is required of those in the Specializing Course for Primary Grades. It consists of a study of the several subjects in the primary grades with special reference to the teaching of these subjects.

This course is taught by the Supervisor of the Primary Department. It must be preceded by Elementary Psychology and School Economy. The subjects considered in Course 4 are reading and nature study. It is an elective in Education.

5. PRIMARY METHODS.....2½ hours

This course is a continuation of Course 4. The subjects considered are language, phonics and arithmetic, including sense-training games. It is an elective in Education.

7. KINDERGARTEN THEORY.....2½ hours

Kindergarten Gifts, 1 to 5; "Education of Man" and "Mother Play;" songs and games. Occupations: Sand table work, clay modeling, drawing. Prerequisites: Elementary Psychology and School Administration.

8. KINDERGARTEN THEORY.....2½ hours

Kindergarten Gifts, 5 to 8; "Education of Man," "Mother Play," "History of the Kindergarten," Vandewalker. Occupations: Cutting, tearing, folding, construction work. Prerequisite: Course 7.

9. KINDERGARTEN THEORY.....2½ hours

"Froebel's Educational Laws," Hughes. Program work: Mother Play; Gifts completed. Occupations: Sewing, card lacing, weaving. Prerequisite: Course 8.

10. KINDERGARTEN-PRIMARY TEACHING.....2½ hours

Gift and game work, observation, monitorial work and connecting class teaching.

11. KINDERGARTEN-PRIMARY TEACHING.....2½ hours

Occupations: Beginning story-telling, music and rhythm work, observation.

12. KINDERGARTEN-PRIMARY TEACHING.....2½ hours

Students are required to take full charge of the entire work of the Kindergarten and work out any problems which may be assigned.

13. SPECIAL TEACHING AND PRACTICAL SUPERVISION.....7½ hours

This course is open only to students taking the "Supervisors' Course in Elementary Schools," and to a very limited number, not more than six a year. No one will be eligible whose academic record is not high and whose professional work averages below "A." Applicants for this course should have two or more years of successful experience. Permission to take this course must be secured from the Superintendent of the Training School. See Special Supervisors' Course page 51.

14. CHILD WELFARE.....2½ hours

This course aims to give the teacher an intelligent appreciation of many problems that relate the home to the school in dealing with the physical, mental, moral and social welfare of the child. See page 79.

15. INTERMEDIATE GRADE METHODS.....2½ hours

This course is offered by the Supervisor of the Intermediate Grades for all who are expecting to teach in these grades both in the Training School and after graduation. It will be offered in the fall quarter but not in the winter or spring quarters. At the time students enter upon the Advanced Normal School Course they should, if possible, determine the field of teaching for which they will make special preparation. This choice *must* be made not later than the beginning of the second year. If their choice should be the Intermediate Grades they should take this course. It counts as an elective in Education; but it is *not* open to students who have completed Course 8 in Education.

100. SENIOR COLLEGE TEACHING.....2½ hours

All candidates for the ninety (90) and one hundred twenty (120) hour diplomas may elect 2½ hours of Teaching, which counts as 2½ hours of required work in Education.

THE TECHNICAL DEPARTMENTS

DEPARTMENT OF COMMERCE

MR. ELLIS.

ELEMENTARY COURSES

1. PENMANSHIP ..... $\frac{1}{2}$ unit

1*a*. *First Term.* $\frac{1}{6}$ unit. Proper position of the body, pen and paper; systematic exercises developing both movement and form; letters and simple combinations; principles of writing. Outside work required, which is carefully criticized.

1*b*. *Second Term.* $\frac{1}{6}$ unit. Special attention is given to letter forms; details closely studied; outside work is required.

1*c*. *Third Term.* $\frac{1}{6}$ unit. Careful work on letters of very difficult combination, movement and form carefully observed; theory of letter form, blackboard practice and the filling in of prepared business forms is required. Students taking work in this quarter will be given a chance to correct work submitted by first quarter students.

COLLEGE COURSES

1. ACCOUNTING ..... $7\frac{1}{2}$ hours

1*a*. *First Term.* $2\frac{1}{2}$ hours. Rowe's presentation of the science of accountancy and the art of bookkeeping for a wholesale grocery business conducted by partners.

1*b*. *Second Term.* $2\frac{1}{2}$ hours. A continuation of 1a, with special emphasis on trading profit, loss statements and special accounts.

1*c*. *Third Term.* $2\frac{1}{2}$ hours. Rowe's Cost Accounting illustrating the science of accountancy and the art of bookkeeping as applied to a manufacturing business conducted by a corporation, including a complete system of manufacturing accounts based upon the cost method in connection with a scientific system of cost records and accounts which are interlocked with control accounts in the general books; also the voucher system of recording accounts payable.

2. TYPEWRITING ..... $3\frac{3}{4}$ hours

This course is opened to students in the Advanced Normal School Courses only. The "touch" method is carefully followed; "Rational Typewriting," prepared by Rupert P. Sorelle, is used. Typewriters with blind keys and keyboard shields are used. By this method only touch operators are produced. The care and mechanism of the machine receive attention, and for those intended to teach, special work in method and practice is given.

a. *First Term.* $1\frac{1}{4}$ hours. Position of body at the machine; mastery of the keyboard; accuracy and uniformity of touch; centering; fingering.

b. Second Term. 1¼ hours. Continuation of work of first term, paying special attention to accuracy and learning the various parts of the machine and their uses. Special attention is given to speed.

c. Third Term. 1¼ hours. Continuation of the second term, together with tabulation, carbon copying, mimeographing and speed tests.

3. Stenography.

Students taking shorthand are requested to enroll for one period of typewriting per day. Five terms are required in this subject for students specializing in the Department of Commerce. The Gregg system is taught. Open to students of Advanced Normal School Courses only.

a. First Term. 2½ hours. A careful study of the manual; drills on word signs; phrasing; dictation exercises; shorthand penmanship; individual instruction.

b. Second Term. 2½ hours. Completion of the manual dictation from various phases of commercial work; close attention given to accuracy of outlines; shorthand penmanship; frequent reviewing of principles, etc.

c. Third Term. 2½ hours. Reviewing; abbreviation and speed: reading from Gregg Shorthand Reader; beginning letter drills, etc.

4. Stenography (Continuation of 3).....2½ hours

This course is a continuation of 3. It is designed for students specializing in the Department of Commerce or for those desiring to master the art of stenography. This work will consist of the more difficult shorthand reading and dictation matter. Dictation of business correspondence, newspaper articles, lectures, etc.

4. Commercial English.....2½ hours

The object of this course is to give the student a knowledge of plain usable English and how to apply it practically. The work is introduced by a study of sentence structure, punctuation, capitalization, spelling, and the proper use of words. Most of the time, however, is devoted to the application of English in the various phases of correspondence. Letters touching upon every situation in commercial and social life are written and studied in detail.

5. Commercial Arithmetic.....2½ hours

The field covered includes, besides other minor elements, fractions, quantity, price and cost, bills and accounts, practical measurements, percentage and its application to commercial discounts, gain and loss, commission, interest, present work and true discount, bank discount, partial payments, equation of accounts, stocks and bonds, insurance, taxes, custom house business, exchange, sharing, ratio and proportion, and storage.

DEPARTMENT OF FINE ARTS

MISS SHANNON (on leave of absence), MISS HARWOOD, MISS O'BRYAN

ELEMENTARY COURSES

I. Beginning Drawing.....$\frac{1}{6}$ unit

General freehand drawing with pencil and crayon and beginning water color work.

II. Elementary Perspective.....$\frac{1}{6}$ unit

Prerequisite: Course I. Continuation of pencil and color work, elementary perspective, including the drawing of interiors and exteriors of buildings.

II. Beginning Design.....$\frac{1}{6}$ unit

Prerequisite: Course I or its equivalent. The study of the elementary principles of design with some applied work.

II. Lettering.....$\frac{1}{6}$ unit

Prerequisite: Course I. A study of the principles of good lettering. The making of simple posters, programs, etc.

IV. Color Harmony.....1 term, $\frac{1}{3}$ unit

Prerequisite: Course I. Study of the color circle, hue, value and intensity of color. Application of color schemes to simple costumes, and in the making of simple articles for the home. Outside work required.

III. Elementary Bookbinding.....1 term, $\frac{1}{3}$ unit

The making of booklets, story-covers, memorandum pads, etc. Outside work required.

IV. Charcoal, Crayon and Blackboard Sketching.....$\frac{1}{6}$ unit

Rapid sketching from objects and from nature. Emphasis placed on crayon sketching for public school work. Imaginative sketches for use in illustrative work.

COLLEGE COURSES

Note 1: The first three courses are planed for those students who are on the advanced course, but who have had no previous training in drawing or color work. Students who have had the beginning drawing should consult with the head of the department before electing these three courses. Students on the general course may elect "Theory and Practice of Teaching Drawing" as a Teachers' Course.

1. Brush and Pencil Sketching.....1 term, $1\frac{1}{4}$ hours

Drawing and color work from objects and nature. Realistic and decorative treatment of subjects.

2. Composition and Perspective.....1 term, $1\frac{1}{4}$ hours

Prerequisite: Course 1. Much time given to the study of good composition and to careful drawing of buildings.

3. Design.....1 term, $1\frac{1}{4}$ hours

Prerequisite: Course I or 1. Stenciling, block-printing and other work on applied design. Outside work required.

4. Advanced Drawing.....3 terms, $3\frac{3}{4}$ hours

Prerequisite: Courses 1 and 2, or the equivalent.

a. Charcoal drawing from landscapes; still-life and flowers; also water-color study; crayon; chalk.

b. Sketching from casts and from the pose; study of Vanderpoel's "The Human Figure" and drawing from memory and from masterpieces.

c. Landscapes and flower compositions in charcoal for arrangements of light and dark—and color. Tempera and chalk.

5. Theory and Practice Drawing.....$2\frac{1}{2}$ hours

Prerequisite: Courses 1 and 2, or the equivalent. A teachers' course.

6. Art Appreciation.....1 term, $2\frac{1}{2}$ hours

Lectures and required reading. The study of painting, architecture, sculpture and design, for appreciation. The fundamental art principles common to all of the space arts; art structure, composition of line and mass, color theory.

7. Dress Design.....$2\frac{1}{2}$ hours

Prerequisite: Courses 1 and 3, or the equivalent. The planning and drawing of costumes, the careful consideration of color harmony, rythm ot line, etc. Outside work.

8. Interior Decoration.....$2\frac{1}{2}$ hours

Prerequisite: Courses 1 and 2. Sketches of interiors with careful planning of color schemes, taking into consideration curtains, rugs, furniture, etc. Outside work.

9. Commercial Design.....$2\frac{1}{2}$ hours

Prerequisite: Course 1. The study of posters and advertisement, and the designing of posters, programs, etc.; also careful lettering.

10. Special Problems.....2½ hours

Prerequisite: Course 4. A course designed to meet the needs of students who are specializing in drawing.

11. Advanced Bookbinding.....2½ hours

Many books are made; also the study of how book problems can be made a practical part of public school work. Outside work is required.

12. History of Art.

(*a*) History of Architecture and Sculpture.....2½ hours
(*b*) History of Painting.....2½ hours

13. Pen and Ink Sketching.....2½ hours

A course for specializing students and for those who have had enough advanced work to make sketches for the "School Annual."

HOME ECONOMICS

MISS STREETER (on leave of absence), MISS KLINGNER.

ELEMENTARY COURSES

III. Home Economics for Rural Schools.....⅓ unit

This course is intended for students who expect to teach in rural schools. It includes both cooking and sewing, and the methods of presenting both in rural schools.

III*a*. Elementary Sewing.....1 unit

IV. Elementary Cooking.....1 unit

The above courses are of high school rank and no credit will be given them in the Advanced Home Economics Courses.

COLLEGE COURSES

1. Food Preparation.....2 terms, 5 hours

This is a laboratory and lecture course. A study is made of the composition, production, cost and preservation of foods, also the principles of cooking in the preparation of representative foods. Prerequisite: Chemistry IV. Suggested prerequisites: Elementary Physics and Botany.

2. Selection and Economic Uses of Food.....2 terms, 5 hours

This course includes the study of foods on the basis of meal preparation. Relative costs and food values are worked out. Individual work in the planning and serving of meals for a definite cost is given. Prerequisite: Course 1.

3. Dietetics.....1 term, 2½ hours

A study of the fundamental principles of nutrition and their application to the feeding of individuals and families under varying physiological, social and economic conditions. Prerequisites: Courses 1 and 2 and Physiology.

4. Beginning Sewing.....2½ hours

This course involves the fundamental principles of both hand and machine sewing. Plain practical garments are made. *This course, or its equivalent, is a prerequisite for all other sewing courses.*

5. Hand Sewing.....2½ hours

In this course illustrative models which may be used by future teachers of Home Economics are made. In these models are all the problems which will be needed in teaching plain sewing. One or two garments are made. Prerequisite: Course 4.

6. Machine Sewing.....3 terms, 7½ hours

This course makes practical application of the principles presented in the previous courses. Various methods of garment drafting are studied and applied in relation to public school work. Both plain sewing and dressmaking are done and commercial patterns are used. Prerequisite: Course 4 or 5.

7. Millinery.....2 terms, 2½ hours

This course includes the making of buckram and wire frames, milliners' folds, bows, and plaiting and adjustment of trimming.

(*a*) Fall millinery.....1¼ hours
(*b*) Spring millinery.....1¼ hours

8. Textiles.....1 term, 2½ hours

This course deals with the development of the textile industry, the rise of factories, the properties, composition, and tests for the adulteration of materials; the study of fibres, dyeing, the principles of laundering, and the hygiene of clothing. Lectures and laboratory. Prerequisite: Chemistry IV.

9. Household Management.....1 term, 2½ hours

This course is designed to give practical knowledge concerning the administration of household affairs, including the location, planning and furnishing of the house, care of each part, sanitation, organization of the household, system and division of labor as well as the proper disposal of the income.

10. Methods in Household Arts.....1 term, 2½ hours

A teachers' course for specializing students which deals with the various phases of Home Economics in elementary and high schools. The general scope of Home Economics work, the study of equipment, courses of study, lesson plans and special methods are considered. Prerequisite: Ten hours' work in Home Economics.

DEPARTMENT OF INDUSTRIAL ARTS

MR. AHRENS.

Two-year (60-hour) Course for students preparing to teach the industrial arts in elementary schools.

Industrial Arts.....17½ hours
Academic Electives (includes Teachers' Course).....20 hours
Education.....22½ hours

NOTE: Students in Elementary Normal School Course looking forward to specialization in Industrial Arts should elect as a maximum two units of work in the Industrial Arts Department before undertaking the more highly specialized work in the Advanced Normal School Course. However, no credit will be given for this work in the Advanced Normal School Course; neither will advanced credit be given Industrial Art (Manual Training) Courses taken in high schools.

The electives shall be in Applied and Industrial Physics, Chemistry, Mathematics and in such other subjects as the head of the Department of Industrial Arts may advise.

The five hours of Practice Teaching required shall be in the Industrial Arts.

Three-year (90 hour) Course for High School Teachers.

One year (30 hours) additional to the 60-hour course.

Electives.....25 hours
Education..... 5 hours

NOTE: Electives of Industrial Arts and other subjects will be determined by the Head of the Department and the President of the Faculty.

WOODWORKING

III. INDUSTRIAL ARTS FOR RURAL SCHOOLS.....⅙ unit

This course takes up problems suited to the needs of rural school and farm life. The construction is in different materials, and objects useful in the school and about the farm home are made.

III, 60. ELEMENTARY WOODWORK.....⅓ unit or 2½ hours

Designed to give experience in the use and care of the principal woodworking tools at the bench, an insight into the technical processes involved in construction, an acquaintance with shop drawings, and to afford training in design and decoration of problems appropriate to school shops.

IV, 61. ADVANCED WOODWORK.....⅔ unit or 5 hours

A continuation of Course 60. More difficult problems in design and execution are attempted and special emphasis is placed on the technical processes involved. Wood finishing and polishing receive attention. This course also deals with projects illustrating the fundamental operations in turning between centers, face-plate work, chuck turning, turning in halfs, and polishing

in oil and shellac. A study is also made of speeds suitable for turning various diameters; woods best suited to turning; planning of courses; methods of teaching; equipment. Prerequisite: Elementary Woodwork.

160. Pattern Making.....1¼ hours

A course in elementary pattern making in which a study is made of tools and materials used in the industry, the making of patterns for solid and hollow castings, the principles of moulding and casting. Prerequisite: Elementary Woodwork.

62. Machine Woodworking.....5 hours

This course will teach the operation of power woodworking machinery. Emphasis will be placed on the manufacture of furniture and equipment for school purposes. Prerequisite: Elementary Woodwork.

161. Carpentry and House Building.....5 hours

A course covering the essentials of house construction. The work will comprise a study of materials, methods of joinery, house planning, design, construction and decoration. Prerequisite: Elementary Woodwork and part of Mechanical Drawing.

METAL WORKING

70. Sheet Metal Work.....1¼ hours

This course offers instruction in sheet metal, such as iron, copper and brass. The processes include bending and joining, hammering and raising sawing and filing, coloring and polishing. Designing of furniture fittings is a part of the course.

71. Forging.....⅔ unit or 5 hours

A course in design and construction in hand-wrought iron and steel. Course 70 is suggested as a prerequisite.

170. Machine Shop Work.....5 hours

Tool bench work is the first work in this course, followed by practice on the engine lathe and other standard machine tools.

171. Concrete and Cement Work.....1¼ hours

This course is intended to give a working knowledge of materials for home and farm use.

DRAWING AND DESIGN

80. Mechanical Drawing.....5 hours

This course is planned to give a thoro grounding in the elements of the subject. The relation of the draughting room to the shop brings the student in close touch with practical problems.

100. Architectural Drawing.....5 hours

This course deals with the elements of design, ornament and the classic orders. Plans and elevations of simple buildings are made. Students spend considerable time observing houses under construction as the basis for study of building materials and methods of construction.

101. Industrial Arts Design.....2½ hours

Five double periods per week for one term. This course will deal with the fundamental principles of good construction, design, and appropriate decoration of projects in pottery, sheet metal, furniture, and other industrial arts materials. Demonstrations and laboratory work. Presupposes some knowledge of freehand and mechanical drawing.

INDUSTRIAL ARTS EDUCATION

90. Industrial Arts for Elementary Schools.....2½ hours

Teachers' Course. This course deals with the typical forms of the Industrial Arts applicable to the conditions in the elementary school. Studies are made of the processes involved in the manufacture of common things and the materials used in construction. The course also deals with the relation of the Industrial Arts to the other school studies, and to the Fine Arts, methods of teaching, cost of materials, and supervision of instruction. Prerequisites or parallels: Principles of Teaching, or Primary Methods, or Kindergarten Theory.

190. Industrial Education.....2½ hours

A study of the meaning of Industrial Education, its history, growth and development, its problems, methods of teaching and supervision, correlation with other school subjects. The course presupposes Principles of Teaching and several courses in Industrial Arts.

92. Administration of the Industrial Arts.....2½ hours

This course deals with problems of administration, supervision and direction of the practical arts in education. A study is made of tools and materials, cost of equipment and maintenance, courses of study, types of schools, and methods of organization and control. The course presupposes a grasp of educational problems and a technical knowledge of several of the industrial arts.

PUBLIC SCHOOL MUSIC DEPARTMENT

MR. GARDNER, MISS DIXON.

ELEMENTARY COURSES

1. Elementary Music.....$\frac{1}{3}$ unit

a. First Term, $\frac{1}{6}$ unit. The work in this term consists of rote songs, ear training, rhythm, interval work, notation, theory, organization of scales, the reading of the songs by tone groups; i. e. phrases, motives and figures.

b. Second Term. $\frac{1}{6}$ unit. This course requires singing at sight individually, music such as is taught in upper grades of the public schools with the so-fa syllables, with neutral syllables, and with words. Prerequisite: 1a.

ADVANCED COURSES

1. Sight Singing (two terms).....2½ hours

This course requires singing at sight, individually, such music as is taught in the intermediate grades.

2. General Methods.....2½ hours

This course presents a complete music outline for all grades in a general way, covers the work of Methods I-II-III.

3. Methods I.....2½ hours

This course treats of material and methods for primary grades.

4. Methods II.....2½ hours

A systematic course, covering all necessary details of material and methods for the intermediate grades. Prerequisite: Methods I.

5. Harmony I.....2½ hours

Major and Minor scales. The three primary triads in major and minor. This study is applied in a variety of ways including the composition of melodies. harmonizing basses, hymnanalysis, keyboard harmony and harmonic dictation.

6. Harmony II.....2½ hours

The dominant seventh chord; secondary traids; cadences; open harmony; inversion of triads. These subjects are studied in the various ways mentioned under Harmony I. Prerequisite: Harmony I.

7. Normal Band and Orchestra.

Anyone who plays an instrument is eligible to membership. The organizations play for athletic games and other entertainments. The school orchestra will illustrate the points raised in the orchestra class. Students are urged to bring instruments with which they are familiar. Credit: 2½ hours for 110 rehearsals.

8. Glee Club.

The glee club for men and the glee club for women have the same requirements for entrance as the Normal Chorus. The material for men's club will be organized for use in high school glee clubs. The material for women's glee club will be organized for recreational singing for unchanged voices in grammar grades and high school. Credit: 2½ hours for 110 rehearsals.

9. Normal Chorus.

A good voice, a musical ear and ability to read music at sight are requirements for entrance to this organization. All students making music their major subject are required to sing in this chorus. The material will be organized for upper grades and high school. Credit: 2½ hours for 110 rehearsals.

101. Appreciation of Music.....2½ hours

The subject of this course is to acquaint the student with standard compositions, both instrumental and vocal and to train in the art of listening to good music. Phonograph records will be used to illustrate all forms of music composition.

102. Harmony III.....2½ hours

Secondary seventh chords and their inversions. Modulation, Passing tones and other non-harmonic tones. These subjects are treated in the various ways given under Harmony 1. Prerequisite: Harmony II.

103. Advanced Sight Singing (two terms).....2½ hours

This course requires singing at sight individually music such as is taught in the upper grades.

104. Methods III.....2½ hours

A systematic course, covering all necessary details of material and methods for the upper grammar grades and high school. Prerequisites: Methods II.

105. Orchestration.....2½ hours

A treatment of the problem of school orchestras and violin clubs, nature of different instruments, orchestration, conducting, selection of music, etc. The school orchestra will illustrate the points raised in this class.

106. History of Music.....2½ hours

Some knowledge of the origin and development of music as an art is practically indispensible to one wishing to gain true musical understanding and appreciation. The subject is studied with the idea of ascertaining events and their effects on the development of Music rather than merely a study of names and dates.

109. Piano.

Hand position; training individual muscles and control piano movement. Instruction books according to individual needs, such as Beyer, Kohler, Mathews and Landon.

Technical exercises, Rossomandi I and II. Studies by Streabbog Op. 63-64 Burgmuller Op. 100, Gurlitt Op. 101, Duvernoy Op. 120, Kohler Op. 50, Doring Op. 8. Easy pieces by good composers.

Further development of the technique, using Rossomandi No. III and IV. Etudes by Le Couppey Op. 20-26. Bertini Op. 100, Sonatinas by Clementi. Easy sonatas by Haydn and Mozart, Czerny; Octave studies, Lemoine Op. 37 Heller Op. 46-47. Loeschorn Op. 66. Bach's Little Preludes. Composition by Mendelssohn, Shubert, Reinecke, Schytte, Scharwenke, Bohm, Grieg and others.

For credit see the Special Music Course, page 50.

110. Voice.

Correct breathing and correct position in singing and chest development are the foundation of voice building. The method used is the correct placing of the voice so the pupil can produce with ease and firmness an even quality of all tones. Quality and clearness and beauty of tone are the chief ends taught in our vocal study. With the pure tone the tenderest as well as the most heroic sentiment can be expressed. This will include the study and interpretation of songs and ballads chosen from the world's best literature and oratorio work. Text: Behnke and Pearce, Sieber, Concone, Lamperti, Garcia, Shakespeare and Marchesi. For credit see Special Music Course, page 50.

Note. Tuition for private lessons.

Voice, one term, two lessons a week	$30.00
Voice, one term, two lessons a week	15.00
Voice, one term, three in class	10.00
Piano, one term, two lessons a week	15.00
Violin, one term, two lessons a week	15.00

PHYSICAL EDUCATION

DR. ALLEN, MISS ELLIOTT.

The aims of this department are to enable the students of the school "to live at their best," to aid them in the formation of habits of hygienic living, and to qualify them with the necessary knowledge of how to make the schoolroom a place of normal and symmetrical growth, rather than a means of breeding disease and destroying vitality. It is urged that every teacher should have a keen and intelligent appreciation of the means necessary to preserve the health and foster the growth of those entrusted by the state of his care.

MEN'S DEPARTMENT

1. ANATOMY.....3 terms, 7½ hours

This course is designed to give to the student the structure of the bony framework of the body and its articulation; and the function, origin, insertion, nerve and blood supply of the muscles. The vital organs of the body are studied from a "regional" standpoint so that the student can obtain the proper knowledge as to poise and carriage affecting the thoracic cavities, allowing a freedom or restriction, as the case may be. The "body as a machine" is carefully stressed, and a thoro study made of the joints of the body, including the synovial membranes and ligaments, with special attention to those most likely to be injured in athletic contests, such as the knee, ankle and shoulder.

2. THEORY OF GAMES AND ATHLETICS.....2 terms, 5 hours

This course is designed to give the student some of the psychological principles governing the play of animals and the play of man. The modern physical director must understand the intimate relationship existing between body and mind. He must be familiar with gymnastics, athletics, games, sports, etc. He must also be able to prescribe corrective and remedial exercises to those needing such. He must have a clear and practical knowledge of "first aid to the injured" methods; and he must be able to make thoro and intelligent examinations of heart, lungs and other organs.

A physical examination, if desired, is given each student before entering any term or enrollment of any class. The measurements taken and tests given have each a definite purpose of the muscular condition of the individual. A diagnosis is also made of the vital organs to ascertain the functional condition of those organs, and a complete inspection of the whole body is made to detect any weakness of deformity that may exist. Based upon the information thus obtained, advice is given and suitable exercise prescribed. Each student may secure a copy of his measurements and the anthropometric chart showing in a graphic form his development as compared with that of the average or typical man.

GYMNASTICS

During the winter term the work is indoors. It consists of light and heavy gymnastics, which are selected with a view to progression and suitability to pupils of grammar and high school grades.

MILITARY MARCHING

A military club has been mustered into the service of the state. Preparedness is emphasized the country over, and in training young men in the fundamentals of marching and discipline, success in battle, the ultimate object of all military training, is assured. A modified form of the military and the German system is used for convenience in handling classes and for disciplinary value.

LIGHT APPARATUS

Such as Indian clubs, dumb-bells, wands, bar bells, etc.

HEAVY APPARATUS

Graded exercises are given on parallel bars, vaulting bars, bounce board and mat, side and long horses, high and low horizontal bars, traveling and flying rings, etc.

INDOOR ATHLETICS

Instruction will be given in all indoor track events preparatory for indoor track meets. Preliminary practice is begun for outdoor work.

GAMES

Including basketball, indoor baseball, bowling, also other games of more recreative nature.

THE GYMNASIUM.

ATHLETICS

"Every man in some form of athletics" is the slogan of the athletic department. Class games in the major sports will be encouraged. For those who are unable to participate in the more strenuous sports games of a milder nature will be used. Volley ball leagues and tennis tournaments will be supervised. Soccer will be taken up and its virtues elaborated upon. Special and specific individual prescription of exercises will be given those needing same.

In the fall and spring terms the courses in the gymnasium are supplemented by instruction in outdoor athletics. Individuals are assigned to the kind of work best suited for them. Attendance is compulsory and the regular credit for Physical Training is given.

In the fall the following sports are offered:

Football, track and field events, lawn tennis, and outdoor basketball.

In the spring baseball, track and field work, lawn tennis, etc., are offered.

Cross-country running is encouraged thruout the year. Natural exercise in the open air takes precedence of all other forms of exercise.

Three days per week will be regarded as full time for physical work. Regulation uniforms to all "Varsity" first teams in football, basketball and baseball. All members of these various teams, except football, must furnish their own shoes.

Days unfit for outdoor work will be given to discussion of rules and conferences on the organization and management of sports.

WOMEN'S DEPARTMENT

Systematic work will be given for the physical development of students during the course, and to prepare them for teaching physical training to their pupils.

The main objects of the training for women are the acquiring and maintaining of good health, and the producing of a good physical foundation for mental activity. The work is adapted to the development of girls, and such exercises as are promotive of health, grace and self-control are sought for rather than heavy gymnastics.

Students are required to have a physical examination which is sufficiently thoro to give a definite knowledge of weaknesses, defects or special needs; and upon such examination the exercises prescribed are based.

1. Physical Training.

Free movements, corrective exercises, balance beam, star-ball and school desk exercises. An effort is made to familiarize the student with a varied list of games and plays suitable for indoor and outdoor use, both for their own development on the play side and for use in teaching.

VOLLEY BALL.

DANCING CLASS.

2. Physical Training.

Wands, bar bells, dumb-bells, grace hoops, hand rings and bounding balls; military marching, figure marching, fancy steps and folk dances. Presupposes Course 1.

When the student has completed courses 1 and 2, she may elect from the following courses:

3. Physical Training.

Indian clubs, wands, dumb-bells, basketball, volleyball, and the easier forms of horse, buck and ladder work. Presupposes Courses 1 and 2.

4. Games.

Lawn tennis, field hockey and cross-country walking are offered. Basketball, baseball, handball, volleyball and soccer are given thruout the year, and are especially desirable for those fitting themselves to be high school teachers or principals.

5. Folk Dancing and Aesthetic Dancing.

The range in character of this course is from the simplest song plays and rythm thru the elementary artistic steps to the more difficult folk dances of various nations. The course aims at recreation, improved carriage and co-ordination. Presupposes Courses 1 and 2.

An effort is made to familiarize students with the rudiments of the game.

7. Teachers' Courses in Physical Education.

This work is given through lectures and discussions. The chief aims are, to give the students and intelligent knowledge of the physical needs of school children, the object of physical work for them, and the methods of accomplishing it.

In order that all student may become proficient and at ease in presenting this work, each will be required to take the class from time to time in tactics, free work and games.

Topics considered are as follows:

Formal Gymnastics. (a) Tactics, purpose in the day's lesson, theory of different evolutions, methods of teaching. (b) Free work (educational, hygienic, corrective); educational free work, the ways and means of educating the body to obey the commands of the will; (c) hygienic work, the effects of exercise in children, respiration and digestion; (d) corrective work for the common deformities found among school children.

Informal Gymnastics, or Play. Under this head is considered the means of teaching Gymnastics in all grades, at least, in an informal way, thru games. In order that all student may become proficient and at ease in presenting this work, each will be required to take the class from time to time in tactics, free work and games.

CREDIT IN PHYSICAL TRAINING

All students are required to take Physical Training three hours a week during half as many terms as they are enrolled and in attendance, provided that candidates for the Rural Certificate and the Regents' Certificate must present not less than two terms, and that candidates for the Diplomas not less than three terms, and provided further, that not more than two-thirds of a unit of credit may be offered for graduation.

One-ninth of a unit credit is given for one term's work in the Elementary Course and one and one-fourth hours is the measure of a year's work in the Advanced Course.

GYMNASIUM UNIFORMS

Regulation uniforms are required of all classes in Physical Training. Students are advised not to procure these uniforms until after their arrival at school.

Regulation uniforms for girls are black serge bloomers, white tennis shoes and a white middy blouse.

HOME GUARDS.

ENROLLMENT FOR THE YEAR

June, 1917, to June, 1918.

Number of different students attending the Normal School	1,649
Number of different students attending the Training School	441
Number of students taking correspondence-study work	268
Number of students in extension work	193
Total number served	2,551

MISCELLANEOUS STATISTICS

Scholastic Year 1917-1918.

Number of 120-hour Diplomas issued	23
Number of 90-hour Diplomas issued	41
Number of 60-hour Diplomas issued	190
Number of Regents' Certificates issued	160
Number of Rural School Certificates recommended for issue	14
Number of Regents' Certificates reissued	49
Number of Rural Certificates recommended for reissue	4
Total number issued for the year	481
Whole number of diplomas issued since organization	3,162
Whole number of certificates issued since the organization	4,569
Total number of certificates and diplomas	7,731

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